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PROGRAM of STUDIES

for

ELEMENTARY SCHOOLS

of

ALBERTA



Department of Education
EDMONTON, ALBERTA
1968

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OBJECTIVES OF EDUCATION

The major purpose of elementary education is to foster the fullest development of each child's potentialities. Direction for this development is provided by the behavioral goals listed below.

I. Abilities and Skills

Each child should increase his capabilities to:

1. Communicate with others orally and in writing.
2. Listen.
3. Read.
4. Find, organize and use information.
5. Use numbers and mathematical processes effectively.
6. Solve problems of a social and scientific nature.
7. Express himself through artistic media.
8. Maintain health.
9. Function as a wise purchaser and consumer.
10. Maintain concentrated efforts in accordance with native ability and natural maturation.

II. Understandings

Each child should learn to recognize the significance of:

1. The social life of expanding communities.
2. The interdependence of all forms of life.
3. The effects of environment on human life.
4. Man's increasing knowledge of social development and social control.
5. Man's increasing control over nature.
6. The contributions of the past to the present.
7. Democracy as a way of life.
8. Responsibilities inherent in a democratic way of life.

III. Attitudes

Through suitable experiences each child should be helped to develop:

1. Self-respect — marked by control, discipline and direction through his own initiative.
2. Creativeness — marked by personal expression that becomes unique and revealing.
3. Scientific viewpoint — marked by the power to delimit problems, search for data, weigh evidence, form conclusions, and above all to evaluate his judgment in the light of subsequent events.
4. Cooperation — marked by consideration for the rights and feelings of others and a willingness to share.
5. Responsibility — marked by readiness to carry tasks to completion, to behave honestly with himself and with others, and to accept the consequences of his own actions.

6. Social concern — marked by earnest effort to implement whatever desirable ends his group may seek.
7. Reverence — marked by a conviction of Deity, and a regard for His supreme handiwork, mankind.

IV. Appreciations

Through suitable experiences each child should acquire an appreciation of:

1. The dignity, worth and possibilities in the individual, reflected in a high standard of conduct for himself, and a high regard for other people and their values and beliefs.
2. The dignity, value and achievements of work in science, in religion, in philosophy, in art, in literature, in craftsmanship, in honest labor everywhere.
3. The manifestations and beauties of nature — both in the natural state and as revealed through science.

READING

Objectives

The goal of the reading program is the maximum development of the reading potential of the individual. This goal is reached only in so far as the following objectives for reading are attained:

1. To stimulate a keen interest in learning to read.
2. To increase and enrich meaning vocabulary.
3. To develop systematic habits of word perception.
4. To develop comprehension and interpretation in abilities and skills.
5. To develop habits of reacting critically to ideas secured through reading.
6. To develop the ability to organize the ideas secured through reading and to apply them to new situations.
7. To develop ability to adjust the rate of reading to specific purposes and materials.
8. To develop ability to read aloud effectively.
9. To develop habits of reading voluntarily.
10. To cultivate preferences for and permanent interests in a wide variety of good literature.

The Total Reading Program

To achieve the desired objectives of the reading program, several types of instruction are required. These are:

1. Basic reading.
2. Extension reading.
3. Recreational reading.
4. Reading in the content subjects.
5. Corrective reading.

Each of these types of instruction forms a particular type of reading lesson which is developmental in nature. When these lessons are carefully planned they provide for the systematic development of understandings, abilities, skills, preferences, attitudes, and habits and at the same time recognize the basic needs of children.

1. Basic reading. This reading refers to the regular lessons when the basic readers and the workbooks are used to provide definite reading instruction. It includes silent and oral reading of the selections in the reader, discussion, reaction and integration of the ideas gained. In separate lessons which are related to the selections in the reader, word-perception abilities and comprehension skills are developed. The teachers' manuals and the workbooks provide materials for the development of these reading skills. Additional activities, also a part of the basic reading lessons, are designed to give children an opportunity to increase their fund of information about the topic introduced by the selection in the basic reader, to use the ideas gained by reading, and to broaden their interests.

2. Extension reading. This reading refers to those lessons in which the children, with some direction and guidance by the teacher, read with a considerable amount of independence, selections from other series of readers, books from the content fields, and story books. These reading activities provide opportunities for the children to practice and to improve the skills and abilities initiated during the reading of the basic readers and the accompanying skills-building lessons.

3. Recreational reading. This refers to the voluntary and independent reading of story books, magazines, informational books, or other materials selected by the child to serve his personal interests. During these reading periods, teachers attempt to cultivate preferences for and permanent interests in good literature. This reading also serves to improve the skills and abilities introduced during the basic reading lessons.

4. Reading in the content subjects. This refers to the reading that is required in the subject matter areas of the curriculum such as social studies, science, health, literature, and mathematics. The reading abilities and skills essential to effective study are initiated in the basic reading lessons but need to be strengthened by application in each of the content fields.

5. Corrective reading. This is a special type of reading lesson required when pupils experience difficulties which impede progress in reading. Teachers must recognize specific difficulties as pupils encounter them and accept responsibility for adapting instruction and materials to overcome any disability that may arise.

It is necessary to make provision for all these types of reading lessons and to *maintain a proper balance among them*. Overemphasis on one or more, to the neglect of the others, makes it impossible to realize the objectives of the reading program.

There is a multiple authorization of readers and school boards are free to choose the series they wish to use. A table of readers follows.

STANDARD SERIES OF READERS

NEW CURRICULUM FOUNDATION SERIES

Pre Reading

We Read More Pictures
New Before We Read

Pre Primers

Now We Look and See
Now We Work and Play
Now We Come and Go
**Guess Who*

Primer

New Fun With Dick and Jane

First Readers

New Our New Friends
**We Three*

Second Readers

New Friends and Neighbors
New More Friends and Neighbors
**What Next*

Third Readers

New Streets and Roads
New More Streets and Roads
**Tall Tales*
**Just Imagine*

Fourth Reader

New Times and Places

Fifth Reader

New Days and Deeds

Sixth Reader

New People and Progress

GINN BASIC READERS

Readiness Books

Fun With Tom and Betty
**Games to Play*

Pre Primers

My Little Red Story Book
My Little Green Story Book
My Little Blue Story Book
**Come With Us*

Primers

The Little White House
**Under the Apple Tree*

First Readers

On Cherry Street
**Open the Gate*

Second Readers

We Are Neighbors
Around the Corner
**Ranches and Rainbows*

Third Readers

Finding New Neighbors
Friends Far and Near
**Fun and Fancy*

Fourth Readers

Adventure Awaits
**Down Story Roads*

Fifth Readers

Beyond the Horizon
**Along Story Trails*

Sixth Readers

New Worlds
**On Story Wings*

**Enrichment readers are thus indicated*

Workbooks and Teachers' Guidebooks are available to accompany the readers.

READING FOR MEANING SERIES (NELSON)

Pre Reading

Getting Ready

First Reader

Up and Away

Pre Primer

Tip
Tip and Mitten
The Big Show

Second Readers

Come Along
On We Go

Primer

Jack and Janet

Third Readers

Looking Ahead
Climbing Higher

YOUNG CANADA SERIES (NELSON) GRADES IV, V, VI

Fourth Reader

Young Canada Reader 4

Fifth Reader

Young Canada Reader 5

Sixth Reader

Young Canada Reader 6

LANGUAGE

GRADE 1

Children in Grade I begin to make use of language skills in appropriate functional situations.

In oral work most pupils will learn:

1. To keep a topic.
2. To develop the feeling of what a sentence is and the habit of speaking in sentences.
3. To begin to develop acceptable patterns of speech.
4. To develop the ability to tell a simple story in three or four sentences with good sequences.
5. To develop the ability to listen and to observe, to interpret and to utilize these experiences.
6. To develop an oral vocabulary.
7. To contribute to group discussions.
8. To develop courteous habits of speech.

In written language each child should learn:

1. To develop a feeling for the appearance of the written page.
2. To use capital letters for I, the beginning of a sentence and for people's names.
3. To use a period or question mark at the end of a sentence.
4. To write a two-or-three-sentence story in good sequence following a group discussion.
5. To criticize his written work with reference to (1), (2) and (3) above.

GRADE II

Children in Grade II develop increased competency in language skills and learn to use them in situations appropriate to their needs.

In oral work most pupils will learn:

1. To tell a story effectively in three, four or five distinct sentences in good sequence.
2. To become increasingly aware of the need for good expression.
3. To further develop the ability to listen and to observe carefully, to interpret and to utilize these experiences.
4. To further develop vocabulary and to emphasize precision in the use of words.

In written work the child will improve and extend his ability:

1. To write good stories.
2. To use language skills, including those of mechanics and expression.
3. To criticize and improve his own written expression.

GRADE III

Oral Language

1. General

Introductions, conversation, use of telephone, giving talks, evaluation of talks, telling stories from pictures, rules for story tellers, explanations, report on activities, observations, planning class activities, listening attentively and politely.

2. Word Study and Speech

Words of similar meaning, words of opposite meaning, words commonly mispronounced, words ending in *ing*, *t*, or *d*, sounding *wh*, vowel sounds, use of *you* in contractions, use of clear, vivid picture words, vivid synonyms for common verbs, choosing words that rhyme, final consonants, long vowels and diphthongs, telephoning (be brief and polite), speaking in sentences, watching sequence of ideas. Choral work: developing a sense of rhythm and need for emphasis. Use varied tone to express feeling.

3. Drama

Reading of plays. Dramatization, choosing parts. Rules, developing a play from a scenario, interpretation of character.

Written Language

1. The Sentence

Definition. Recognition and improvement of sentences, rules for good sentences. Assertive and interrogative, complete sentence, overuse of *and*, use of joining words to make long sentences, varying beginnings of sentences.

2. The Paragraph

Definition, practice in writing, talking about one thing only. Order, writing one-paragraph stories, importance of beginning sentence: *after*, *that*, *next*, etc. Indenting of first word. Descriptions, explanations, spacing.

3. Reports

Teacher and pupil draw up set of questions to be answered. Pupil chooses one to answer in one or two sentences. Hunts for material, pictures. Lists in alphabetical order. Cooperative report after research.

4. Stories

Stories from pictures. Planning a story; group stories. Choosing a title, topics for stories. Rules for story writing. Individual stories.

5. Letters

Addressing the envelope, letters to friends, model letters. Closing punctuation, use of capitals, heading, salutation. Letter from dictation, simple letter form, cooperative letter.

6. Poetry

Making rhymes, writing verses.

Capitalization and Punctuation

1. Capitals

Rules: first word of a sentence, first word of a line of poetry. Capital for I. Titles of books, holidays, months, persons, pets, places, schools, streets.

2. Punctuation

Period after statement, after abbreviations. Question mark after an asking sentence, or word. Comma after salutation of letter, after closing of letter, in heading of letter. Apostrophe in contractions.

Correct Usage

Are, is, aren't, isn't. Ate, eaten. Came, come. Can, may. Did, done. Give, given. Gone, went. Ran, run. Sang, sung. Saw, seen. Those, them. Was, were. Wasn't, weren't. Went, gone. I or me, put last. They're, their, there. Too, two, to. Are, our. Of, off. A, an. Distinguish between: Teach, learn. Correct tense.

Parts of Speech

Verbs: correct numbers, form of irregular verbs. Terms: present, past, future. Correct tense.

GRADE IV

Oral Language

1. General

Announcements, explaining clearly, discussing a letter or a poem. Telling a story: planning beginning, order, ending. Measuring scale for stories, telling a cooperative story. Making reports, keeping to a topic, book reports, relating to personal experiences, listening to find an answer.

2. Word Study and Speech

Using fewer *ands*. Review. Saying *you* clearly. *An* and *th* before vowels. Choral reading. Reports are told, not memorized. Synonyms for common verbs, adjectives. Words which appeal to the senses. Speaking courteously.

3. Drama

Terms used in plays. Planning a play: beginning dialogue and action, the ending. Dramatize a whole story.

Written Language

1. The Sentence

Exclamatory sentence. Overuse of *so*, *well*, and *then*. Expressing a complete thought. Recognizing short and long sentences.

2. The Paragraph

Indenting paragraphs, evaluation of paragraphs, middle of paragraph develops the topic, ending brief and conclusive.

3. Reports

Lists of questions. Each member of group plans two or more sub-questions. Use of library books. Organization of notes. Writes reports, submits reports. Use of dictionary, alphabetic arrangement, guide words, table of contents. Index. Individual reports after research also cooperative.

4. Stories

Review of Grade III. Personal experiences, descriptions. Writers should recall their own experiences and express their own thoughts. Keep to main point.

5. **Letters**

The signature, inside address. Letters of: thanks, regret and request.

6. **Poetry**

Choosing descriptive words.

Capitalization and Punctuation

1. **Capitals**

In letters. Review of Grade III. Specific names, titles, etc.

2. **Punctuation**

Question mark in direct quotation. Exclamation mark: use and definition. Quotation marks — undivided direct quotation. Period to mark headings, abbreviations. Apostrophe to mark contractions, possession. Comma to separate items in listing sentence, address, date or heading; parts of letter. Colon and dash to indicate list.

Correct Usage

Began, begun. Don't, doesn't. Good, well. Learn, teach. Swam, swum. There, their. To, too, two. Took, taken. Wrote, written. Synonyms for "lots of" and "going to". As Grade III. No, know. Your, you're. Its, It's. Pronouns: I, me; he, him; they, them; who, which. Adjectives: good, well. These, those, them. Sure, surely. Distinguish between: bring, take; forget, leave.

Parts of Speech

Verbs: Singular and plural numbers, past tense with *have*, *had* or *has*. Nouns, verbs, adjectives. Pronouns: avoid overuse, e.g., "My father he . . ."

GRADE V

Oral Language

1. **General**

Making reports. Reporting on moving pictures, radio and television programs. Courtesy. Organizing and conducting a club. Reasoning, evaluating, explaining. Telling stories. Listening to note details; following the thread of an argument. Appraising speech. Evaluating stories.

2. **Word Study and Speech**

Synonyms, antonyms, homonyms. Descriptive words, building words. Clear vowel sounds, clear speech practice. Sounding *t*, *d*, *wh*, *u*, *th*, and *you*. Particular rather than general nouns and verbs. Pronouns to avoid repetition. Training the ear to detect slurring and unacceptable speech. Practicing careful enunciation. Choral work: interpretation of selections. Melody, emphasis, and tone.

3. **Drama**

Dramatizing rules of courtesy, introductions. Radio programs. Understanding a character. Writing plays. Communicating with the audience. Being audible and careful about speech. Being relaxed. Interpreting of emotion in plays. Presenting short, original dialogues.

Written Language

1. The Sentence

Imperative sentence, variety of sentences. Subject and predicate. Use of joining words to make longer sentences, either at beginning or in the middle of sentence. Use of appositive for concise writing. Understanding of subject and verb, complete subject and predicate. Other words are attached to either the subject or the verb.

2. The Paragraph

Beginning a paragraph. Paragraphing letters, stories, conversation. Improving paragraphs, related ideas grouped in paragraphs. Revising repetitious writing. Tightening sentence structure. Indenting and spacing paragraphs and letters.

3. Reports

Undertakes to answer one or more questions in detail. Skimming, careful reading. Making longer reports, careful paragraph structure.

4. Stories

Rules for writing stories. Choosing titles. Completing stories from beginning sentences. One-paragraph stories, conversation stories. Personal experiences. Descriptions, lists, notes, records, etc. News stories. Cooperative magazine and long story. Analysis of ungrammatical, incomplete, or confused writing.

5. Letters

Parts of a letter. Margin. Letter of acceptance; return address, punctuation. Business letter: of inquiry for supplies; indented and block form.

6. Poetry

Writing a poem.

Capitalization and Punctuation

1. Capitals

Buildings, churches, clubs, firms, languages, nationalities, races, religions. Rivers, oceans, geographical names. Special days, stores. Word *God* and all words connected. Initials, titles, initial headings.

2. Punctuation

Period for initials. Comma for introductory clauses, appositives.

Correct Usage

And: using too many. Broke, broken. Isn't, aren't. This, that. Threw, thrown. Tore, torn. Words not needed. Here, hear. Through, threw. Your, you're. Pronouns: I, me; he, him; they, them; who, which, that. Adjectives: as Grade IV. Perfect, perfectly. Distinguish between: lie, lay. Correct tense.

Parts of Speech

Naming words (nouns). Action words (verbs). Words describing nouns (adjectives). Words describing verbs (adverbs). Singular and plural number, present and past participle, appositive, double negative. Definition of pronoun, conjunction, subject, predicate, complete predicate. Pronouns: agreement of pronoun

with antecedent. *Who, which* and *that* as joining words. Agreement with antecedent. Adverb and adjectives. Avoid double negative.

GRADE VI

Oral Language

1. General

Audience manners, courtesy with others. Standards in oral language. Election of officers, motions. Making announcements. Concise description.

2. Word Study and Speech

Words which are overworked. Errors in choice of words. Review. The speech organs. *A, an, the*, final *t* and *d*, and final *o* and *g*. Use of words and phrases that convey feeling. Definitions: etymology — meaning of words, spelling, pronunciation, usage and inflection. Planning a club. Club programs. Preparing agenda. Nominating, voting. Minutes of meetings, making and discussing a motion.

3. Drama

Dramatizing telephone conversations. Stage terms: setting, properties, action, characters. Costume committee. Improvisation, music and movement. Miming. Plays: concern for holding attention, audibility, pace, pausing, stress, inflections that convey emphasis and feeling.

Written Language

1. The Sentence

Complete subject, bare subject. Complete predicate, bare predicate. Topic sentence. Using short sentences to create pace and excitement. Use of sentence fragments in dialogue. Combining subjects and predicates. Sentences with prepositional phrases. Use of unnatural order in sentence for variety. Recognizing the subject before an "of" phrase and after "there is". Recognizing and punctuating a command sentence.

2. The Paragraph

Topic sentence. Review. Understanding that a paragraph should have unity and variety; a paragraph is the development of a subtopic.

3. Report

Class newspaper: different types of writing in newspapers.

4. Stories

Standards for stories. Beginning, body, conclusion. Anecdotes. Making an outline summary. Class paper. News stories, editorials, articles. Spacing review. Stories with a stirring climax.

5. Letters

Spacing review.

6. Poetry

Rules for memorizing poems. Making good rhymes. Quatrains, couplets. Limericks.

Capitalization and Punctuation

1. Capitals

In outlines. Punctuating a broken quotation.

2. Punctuation

Punctuation of a broken quotation.

Correct Usage

Among, between. Begin, began, begun. Blow, blew, blown. Break, broke, broken, burst. Choose, chose, chosen. Different from. Dive, dives, dived. Double negative. Draw, drew, drawn. Drink, drank, drunk. Drive, drove, driven. Eat, ate, eaten. Fly, flew, flown. Freeze, froze, frozen. Give, gave, given. Go, went, gone. Grow, grew, grown. Hasn't, haven't. In, into. It's, its. Know, knew, known. Lie, lay. Off, of, from. Principal parts. Run, ran. Ring, rang, rung. Set, sat. Speak, spoke, spoken. Steal, stole, stolen. Swim, swam, swum. Take, took, taken. Tear, tore, torn. Throw, threw, thrown. Wear, wore, worn. Write, wrote, written. Your, you're.

Parts of Speech

Common and proper noun. Singular and plural nouns. Possessive nouns. Verb phrases. Principal parts of verb phrases. Exact and vivid verbs. Adjective phrases and choice of vivid adjectives. Adverb phrases. Choice of vivid adverbs. Definition of pronoun; possessive pronoun. Correct use. Definition and use of: preposition, conjunction, interjection.

Materials

Grades I and II: LANGUAGE COMES ALIVE, Teachers' Edition: Rittenhouse, published by J. M. Dent & Sons, Ltd.

LANGUAGE JOURNEYS, Teachers' Edition: Hall & Broome, published by the Macmillan Company of Canada Ltd.

Grades III to VI: LANGUAGE COMES ALIVE, Books III to VI; Rittenhouse, published by J. M. Dent & Sons Ltd.

LANGUAGE JOURNEYS, Books III to VI: Hall & Broome, published by the Macmillan Company of Canada Ltd.

SPELLING

The Place of Spelling

Spelling cannot be isolated from the rest of the curriculum; good spelling is more the result of classroom climate in which the pupils have a desire and a need to communicate effectively than it is the result of the isolated spelling lesson.

Enterprise, science, and other subjects develop a natural desire to communicate and add a vital purpose to good language, including good spelling. Clear enunciation in discussion or in reporting has a direct effect on spelling. The desire to communicate easily through good handwriting helps eliminate spelling errors.

Good spelling and a sound reading program are inseparable: structural and phonetic analysis in reading are of direct aid in spelling; reading vocabulary precedes spelling vocabulary; and spelling competence deepens the knowledge of words.

The teaching of spelling cannot be separated from the total school program.

Objectives

1. Primary Aims:

- To develop spelling power or a spelling sense which will help the pupil in spelling any required words, not mere mechanical competence in spelling a limited number of drilled words.
- To establish habits of self-dependence in writing: knowledge of how to locate correct spelling; ability to check the accuracy of spelling in all written work; competence in thinking out the spelling of required words; writing of derived forms.

2. Secondary Aims:

- To develop a spelling consciousness, i.e., a critical attitude toward one's own spelling.
- To develop a spelling conscience, i.e., an aversion to incorrect spelling.
- To teach correct pronunciation, depth of understanding, and correct usage of words through a comprehensive training in the use of the dictionary.

Materials

The following series of spellers are recommended for use in Alberta schools:

MACMILLAN SPELLING SERIES, Books 2-6. Pupils' Editions and Teachers' Editions available.

BASIC GOALS IN SPELLING SERIES, Books 2-6, McGraw Hill. Pupils' and Teachers' Editions available.

Spelling Lists

Before a child can be taught to spell any words, these conditions must be met:

- The word must be in his speaking and reading vocabulary.
- He must be able to hear the sounds and say the word correctly.
- He must be able to see the word clearly, noticing similarities to and differences from other words.
- He must know the names of the letters in the word.
- He must learn eye-hand coordination so that he may form the letters.

Four lists may be differentiated:

- (a) **A basic word list**, comprising most of the words needed by a child in his writing. Ideally, such a list would be compiled by each teacher through a study of the unique needs and abilities of her class. However, since the time and labor involved in such a task is prohibitive, the basic list of words found in the speller may be used with confidence. This list ordinarily provides the raw material for the spelling lesson, the examples used in teaching for spelling power.
- (b) **A personal list** of words which frequently present difficulty to the individual. Such a list is made up by the teacher and pupil from the pupil's writing.
- (c) **Words of high permanent importance** used frequently in the subject fields. Such a list might include tool words used to write reports in enterprise or science.
- (d) **A personal list** of words the child finds interesting and wants to use and to spell correctly.

The size of these lists, particularly of (b), (c) and (d), will vary considerably with the spelling ability of the individual pupil. The pupil of superior spelling ability may master a larger personal list in addition to the basic list, while the demands of the basic list may frustrate the poor speller.

ARITHMETIC

General Objectives

1. Arithmetic, in common with the other subjects of the elementary school, has the basic purpose of contributing to the overall growth and development of the child into a mature, well-rounded and useful citizen. Of equal importance is the aim of providing pupils with the background they will require for the study of mathematics in the later years of their school life.

2. The arithmetic curriculum is designed to help the child to grow in his understanding of a body of mathematical knowledge, organized systematically and including concepts and relationships.

3. The arithmetic curriculum is designed to help the child to master skills in the manipulation of quantitative symbols through an understanding of concepts and relationships appropriate to the individual's capacity.

4. The arithmetic curriculum in the elementary school is designed to help the child to use the knowledge and skill acquired in developing a systematic approach to the solution of problems.

5. The arithmetic curriculum should result in the acquisition of the number concept, which includes the awareness of the simplicity, symmetry, beauty and power of number systems, and an appreciation of the origins and history of our own and other numeration systems.

6. The arithmetic curriculum should provide opportunities for the child to discover relationships, and form these to develop generalizations which integrate mathematical ideas in a meaningful and logical sequence.

Specific Objectives

1. Mastery of the basic idea of a number and its representation by a written symbol (numeral).

2. Mastery of the basic number facts, employing the four fundamental operations.

3. Comprehension of the decimal number system:

- (a) Understanding of place value in the numeration of natural numbers.
- (b) Reading of numerals larger than hundreds.
- (c) The role of zero in number systems.

4. Comprehension of the laws that relate to numbers.

5. Skill and information necessary for using common measures, including the mathematical concept of measurement.

6. An understanding of the fraction as a method of expressing relationships between integers, and an understanding of the relationships between the various ways of expressing a fraction.

7. An ability to estimate a reasonable answer in quantitative situations.

8. Interpretation and representation of statistical information through the use of graphs and tables.

9. Rapid mental calculation.

10. Mastery of sound and systematic procedures for problem-solving, including order and neatness in presentation of written solutions.

11. Mastery of mathematical vocabulary appropriate to the grade and consistent with vocabulary used at later grade levels.

12. An understanding of the meaning and application of ratio in the solution of problems.

13. Development of the habit of checking computations by simple methods to avoid careless errors.

Arithmetic Texts

SEEING THROUGH ARITHMETIC SERIES (PRIMARY REFERENCE)

Grade I *Seeing Through Arithmetic, Grade 1*
 Seeing Through Arithmetic I, Pupil's Workbook

OR

Seeing Through Arithmetic I, Practice Tablet

Grade II *Seeing Through Arithmetic, Grade 2*
 Seeing Through Arithmetic II, Pupil's Workbook

OR

Seeing Through Arithmetic II, Practice Tablet

Grade III *Seeing Through Arithmetic, Grade 3 (Revised)*

Grade IV *Seeing Through Arithmetic, Grade 4*

Grade V *Seeing Through Arithmetic, Grade 5*

Grade VI *Seeing Through Arithmetic, Grade 6*

MATHEMATICS WORKSHOP SERIES (SECONDARY REFERENCE)

Wirtz et al. (Encyclopaedia Britannica)

Math Workshop for Children (Level A)

Math Workshop for Children (Level B)

Math Workshop for Children (Level C)

Math Workshop for Children (Level D)

Math Workshop for Children (Level E)

Math Workshop for Children (Level F)

Teacher's Guide Math Workshop for Children (Level A)

Teacher's Guide Math Workshop for Children (Level B)

Teacher's Guide Math Workshop for Children (Level C)

Teacher's Guide Math Workshop for Children (Level D)

Teacher's Guide Math Workshop for Children (Level E)

Teacher's Guide Math Workshop for Children (Level F)

Teacher's General Guide: Discovery in Elementary School Mathematics

Note: The minimum program from STA 3 (revised) shall consist of:

Sets	Chapter 1
Basic Facts	Chapters 2, 8, 13
Operations and Properties	Chapter 4, Chapter 12: pages 201-204
Problem Solving	Chapters 5, 11
Numeration	Chapter 6, Chapter 14: pages 222-229, 233-237
Money	Chapter 7
Computation	Chapters 9, 10
Measurement	Chapter 17
Fractions	Chapter 19: pages 296-300, 306

Teachers should note that all Enrichment Sections and the Extension Section are not included in the minimum program.

Enrichment Sections from STA 3 (revised) are:

All Enrichment Sections, and the Extension Section.

Geometry	Chapters 3, 18
Operations and Properties	Chapter 12: Sections 10, 11 Chapter 15
Numeration	Chapter 14: Section 13
Rate Pairs	Chapter 16
Fractions	Chapter 19: Sections 3, 4

SOCIAL STUDIES - ENTERPRISE

Objectives

The general objective of social studies education is to contribute to the development of citizens who:

“(1) understand . . . changing society; (2) possess a sound framework of values and ideas which indicate what ought to be, set goals for the individual and give direction to his actions; and (3) have the necessary competence . . . to participate in group living in such ways as to make changes in the direction of the desired values and ideals.”*

Three areas of concern for each teacher of elementary social studies are:

1. The Acquisition of Knowledge

Through an understanding based on facts learned in social studies the pupil should develop:

- a. A knowledge of Canada, its history, its resources, its peoples and its possible development in the future.
- b. A knowledge of problems and achievements of other nations and an understanding of the interdependence of peoples.
- c. A knowledge of contributions made by earlier peoples to the development of contemporary life.

2. Development of Skills

Desirable skills include:

- a. Techniques of problem-solving and critical thinking.
- b. Techniques of expression in language and in the arts.
- c. Group-work procedures.
- d. Study skills.
 - i. Locating and interpreting information from books and other sources.
 - ii Oral and written reporting.
 - iii. Making and reading globes and maps.
 - iv. Making and interpreting charts, graphs, diagrams and tables.
 - v. Using a chronological framework.

3. Development of attitudes and Behaviour

From experience in social studies, pupils should develop an appreciation of the democratic way of life. They should:

- a. Learn to cooperate with individuals and within groups, to accept responsibility, and to respect and have concern for the rights of others.
- b. Learn to apply problem-solving procedures to contemporary society.

*QUILLEN AND HANNA, *“Education for Social Competence,”* Scott, Foresman and Company. P. 55.

Texts

There are no recommended texts for Social Studies-Enterprise. Appropriate materials are listed in the School Book Branch catalog.

Sequence of Topics

Sequence refers to the succession of Social Studies-Enterprise topics developed by a class through six years of elementary school. There must be some overall pattern broad enough to include suitable topics at every grade level. In suggesting such an overall pattern it is not intended that different schools and different classes must follow identical topics. In the process of selecting and outlining topics to fit particular interests, equipment, and tastes, a class finds opportunities for real personal developments. However, there are certain general areas within which children may beneficially have common experiences. The aim in this Sequence has been to outline those areas in broad terms and in minimum number. Teachers and classes are at liberty to choose freely within these rather generous boundaries and to add desirable areas of their own selection as they move beyond the minimum requirements.

ELEMENTARY SOCIAL STUDIES

SCOPE FOR EACH TOPIC	GRADE I	GRADE II
Problems arising from universal human needs which should serve to guide the development of any topic.	<p>These grades might well use centers of interest from their reading program as enterprise topics. In addition, studies might originate in science, health, and the social sciences.</p> <p>Examples might include:</p>	
1. Getting and preparing food.	Our School	Autumn
2. Providing shelter.		
3. Providing clothing.		
4. Transporting and communicating.	Our Homes and Families	Community Helpers
5. Guarding health, welfare, and safety.	The Spirit of Christmas	The Story of Christmas
6. Governing and protecting.	Winter Fun	Men and Machines
7. Observing and conserving nature.	The Farm, Circus or Zoo Animals and Their Homes	Spring (How Plants and Animals Get Ready for the Summer)
8. Educating for adult duties and jobs.	The City	People and places from Literature
9. Enjoying recreation, play and leisure.	Story Book Friends and Their Homes	Travel
10. Expressing ideals through religion and the arts.		

NOTE: Related current events will be part of the course in all grades.
FOUR TOPICS, ONE FROM EACH SECTION, COMPRISE A
MINIMUM YEAR'S WORK.

N.B. (1) Sectional headings are not intended to serve as study topics.
(2) The order of treatment of sections is entirely optional.

- ENTERPRISE — GRADES I-VI

MAJOR EMPHASIS ON

	GRADE III	GRADE IV	GRADE V	GRADE VI
History (A)	PRIMITIVE CULTURES One or more of: 1. Eskimos 2. Indians 3. Hot desert dwellers 4. Jungle dwellers	PIONEER LIFE One or more of: 1. Red River Settlement 2. Child's community, e.g., Calgary, Edmonton, Rocky Mountain House, etc. 3. Quebec	DISCOVERY AND EXPLORATION OF CANADA 1. Early explorers 2. French explorers 3. Western explorers 4. Polar explorers	LIFE IN THE PAST One or more of: 1. Ancient Egypt 2. Ancient Rome 3. Ancient Greece 4. The Middle Ages
Economics and Social Life (B)	COMMUNITY LIFE 1. A study of the child's community 2. Christmas around the world	ALBERTA AT WORK Alberto industries	CANADA AT WORK 1. Canadian primary industries or 2. Conservation in Canada	EUROPE AT WORK One or more of: 1. France 2. Germany 3. Sweden 4. Denmark 5. Italy
Geography (C)	OVERCOMING THE OBSTACLES OF PHYSICAL ENVIRONMENT 1. Japan 2. Netherlands 3. Nile Valley or Indus Valley	LIFE IN MOUNTAIN REGIONS One or more of: 1. Switzerland 2. Norway 3. Mexico 4. Ceylon 5. Himalayan	LIFE ON THE PLAINS One or more of: 1. Argentina 2. Russia 3. China 4. Australia	LIFE IN COASTAL REGIONS One or more of: 1. West Indies or Fiji 2. Indonesia 3. New Zealand 4. Portugal
Technology (D)	USING AND CONSERVING NATURAL WEALTH 1. Life on ships 2. Story of commodities such as cotton, wool, leather, rubber, coffee	CONTRIBUTIONS OF SCIENTISTS AND INVENTORS TO TRAVEL AND COMMUNICATION 1. Travel 2. Communication	CONTRIBUTIONS OF SCIENTISTS TO HEALTH One or more of: 1. Ancient scientists 2. Renaissance scientists 3. Modern scientists	CONTRIBUTIONS OF SCIENCE TO SOCIAL PROGRESS IN CANADA AND UNITED STATES One or more of: 1. United States 2. St. Lawrence 3. Columbia River Project 4. The Canadian-U.S. Northland

SOCIAL STUDIES—ENTERPRISE TOPICS

The problem of continuity of experience is basic to good activity programs. Units of work must of necessity utilize advantageously experiences from previous years, and must provide adequate preparation for future development. To avoid either useless overlapping or excessive disjointing of class experiences requires careful planning. It is suggested that a core pattern for minimum Social Studies - Enterprise requirements will tend materially to overcome this problem. Every teacher should realize that he has an important responsibility in establishing some year-to-year coherence in the units of work undertaken by his class.

The purposes, then, behind this Sequence might be summarized as follows:

1. To ensure against overlapping and unnecessary repetition from year to year in Social Studies-Enterprise topics.
2. To ensure against omission of areas of investigation that may rightfully be considered desirable for understandings essential for further growth.
3. To outline areas within which suitable reading materials appear to be most available.
4. To emphasize the central position of Social Studies in the development of skills and concepts suitable for the Elementary School.
5. To suggest areas that have definite possibilities for the development of desirable basic concepts in the fields of history, geography, economics, and science through Social Studies-Enterprise activities.

GRADES I AND II

The Social Studies-Enterprise program for Grades I and II has not been sectioned. It is usually considered desirable that the closest possible correlation be developed between the reading program and the activity program at this level. To outline specific problems or areas for the Social Studies-Enterprise period would naturally tend to separate rather than unify this material in relation to centers of interest in the primers and readers. Multiple recommendations of readers seems further to encourage less formalization of Social Studies-Enterprise topics.

GRADES III TO VI

From Grade III to Grade VI there are four sections labelled A to D. Teachers are reminded that:

1. The minimum requirements are four Social Studies-Enterprise topics per year. For Grade III to Grade VI this means at least one topic from each section each year.
2. The statements appearing in large type are section headings and are not intended as titles for study topics.
3. The general areas outlined in this Sequence are not intended to be all-inclusive. It is thought that an adequate year's work can be arranged within the suggested areas, but any teacher who wishes to introduce additional topics which do not fall within these general areas should feel free to do so, provided these do not exclude satisfactory coverage of the four required sections. Care should be exercised to ensure that topics included in later grades are not chosen as additional enterprise topics.

4. The order of treatment of section for any one year is completely optional with teachers and classes.
5. While the number of multi-grade classrooms has decreased and no system of cycling topics is now provided, teachers with pupils at more than one grade level should consult the supervisory staff before determining the program for their classes.
6. Each section in each grade is designed to make a significant contribution to the development of basic concepts in particular areas of the social sciences.
 - (a) The historical aspect will naturally be emphasized in Section A for Grades III, IV, V and VI.
 - (b) The concepts related to economics and to contemporary cultures are given special place in Section B for Grades III, IV, V and VI.
 - (c) Geographical understandings are basic in Section C for Grades III, IV, V and VI.
 - (d) Appreciation for technological advances becomes a major concern in Section D for Grades III, IV, V and VI.

EMPHASIS IN CONTENT

The program from Grades III to VI is organized within a framework which suggests a major emphasis on history or economics, or geography or technology, for each large topic in each grade. This does not mean, however, that the emphasis on any one of these aspects should exclude reference to and study of the other. A topic which is listed for history emphasis may well contain geography and economic items of importance. Although each topic has a major emphasis, certainly minor emphasis in other areas is desirable. The inclusion of science as one of the areas for emphasis reflects the importance of science in our daily lives. It should be stressed that the main concern here is the social effects of science and technology.

SOCIAL STUDIES-ENTERPRISE CONTENT

GRADE I

Grade I lends itself to the use of centres of interest from the reading program. In addition, studies can originate in science, health and the social sciences.

Some examples are:

Topic	Emphasis
Our School	Orientation, Experience Chart Reading
Our Homes and Families	Group Activities, Economics, Reading, Creative Activities
The Spirit of Christmas	Human Values and Social Life
Winter Fun	Natural Sciences, Geography
The Farm, Circus or Zoo	Natural Sciences, Reading
Animals and Their Homes	Natural Sciences, Reading
The City	Economics, Geography
Story Book Friends and Their Homes	Literature and Creative Language

Grade I represents the child's first experience from a play-activity stage to a work-activity stage. Teachers are free to choose the above topics or any others that are normal centres of child interest. During this first year particularly, personal growth in group skills as well as in skill subjects is considered essential.

GRADE II

In all topics suggested for Grade II it is possible to develop the units from the reading program and to supplement this with direct observation and experiences in social studies, physical sciences and the arts. On the other hand the unit may develop out of some incident or experience or arranged situation and may or may not link fully with the basic reading program.

<i>Topic</i>	<i>Emphasis</i>
Autumn	Nature study, globe study, expression in the arts.
Community Helpers	Economic generalizations, civic responsibility.
The Story of Christmas	The events of the Christmas Story.
Men and Machines	Economic generalizations, contrasts with other societies of past and present, science studies or simple machines.
Spring	As for Autumn.
People and Places of Literature	Stories from readers and from library set in their geographic background to enrich awareness of the characteristics of differing areas of the globe.
Travel	Means of travel (major historical changes only) globe study.

GRADE III

A. PRIMITIVE CULTURES (History)

One or more of:

1. Eskimos
2. Indians
3. Hot Desert Dwellers
4. Jungle Dwellers

This section is the child's first experience with people with whom he has had little or no direct contact. The simple mode of living experienced by primitive people reveals how human needs are satisfied in this type of society. The immediate and pronounced effects of geography, climate and natural resources upon human problems can be readily understood. Respect and tolerance for other people can result from a study of the similarity between basic problems of primitive people and those we encounter. Significant historical change in the cultures of these people should be noted.

B. COMMUNITY LIFE (Economics and Social Life)

A study of the child's community.

This section of the third program deals with new dimensions in the study of the community to broaden and deepen the child's understanding of the environment that surrounds him. It should contain such items as

how the community produces and exchanges goods and services, use of an adaptation to natural environment and community travel and communication.

C. OVERCOMING THE OBSTACLES OF THE PHYSICAL ENVIRONMENT (Geography)

1. Japan
2. Netherlands
3. Nile Valley or Indus Valley

This unit can be used to practice and extend skills in reading maps and pictures for geographic information and should emphasize such geographic relationships as the reaction of peoples to the selected environments.

D. USING AND CONSERVING NATURAL WEALTH (Science and Technology)

1. Life on ships
2. Story of commodities such as cotton, wool, leather, rubber, coffee

This section examines the sources and process of obtaining such common commodities as: food, clothing, shelter. Emphasis should be placed on the problem of social living involved. The influence of natural environment on people and vice versa should be considered.

GRADE IV

A. PIONEER LIFE

One or more of:

1. Red River Settlement
2. Child's Community, e.g., Calgary, Edmonton, Rocky Mountain House, etc.

Pioneer life provides an opportunity for children to have some experience, although usually of an indirect and vicarious nature, of the romance and adventure of a new land. Where possible, children should explore community resources of all kinds which will help them interpret and understand a previous era. The contrast between pioneer and modern living will help children see the highly specialized nature of our society.

B. ALBERTA AT WORK

1. Alberta Industries

Alberta at Work provides for fourth grade children to learn how Alberta industry has developed. Teachers should note that lumbering will receive major emphasis in Grade IV.

To determine where the raw materials come from, what machinery is used and how the development of one industry is related to the development of another, the following should be examined: mining (including oil), agriculture, and one or more of manufacturing, fishing, tourism or construction.

Europe at Work provides an opportunity for children to make comparisons with life in their community. The economic emphasis is focused on such items as basic needs of food, clothing and shelter, how climate affects needs and the major industries that have developed.

C. LIFE IN MOUNTAIN REGIONS

One or more of:

1. Switzerland
2. Norway
3. Mexico
4. Ceylon
5. Himalayan

The characteristics of life in mountain regions may be arrived at by detailed study of a sample area within one or more of the areas listed. The sample studies may form the whole topic or may be included as part of a broader study of the way in which people adjust to and modify their environment.

D. CONTRIBUTIONS OF SCIENTISTS AND INVENTORS TO TRAVEL AND COMMUNICATION

1. Travel
2. Communication

This section can serve to acquaint children with the lives and contributions of outstanding men and women in the field of travel and communication. The effects of various scientific contributions on society should receive special attention.

GRADE V

A. DISCOVERY AND EXPLORATION OF CANADA

Two or more from each of:

1. Early Explorers
2. French explorers
3. Western Explorers
4. Polar Explorers

While this study will concern itself with the narrative of individual adventures, it will also provide an opportunity to study how these expeditions resulted from a search for new wealth and easier access to the Far East. The search by some for new homes and religious freedom also forms part of this picture. Special attention can be given to those adventurers who covered Canadian soil and streams.

B. CANADA AT WORK

1. Canadian primary industries or
2. Conservation in Canada

Canada at Work includes the study of one major industry in each of the regions of Canada and should concern itself with the producing, consuming and exchange of goods.

Regions

Cordillera—Lumbering

Central Plain—Farming

This may be handled by expansion of the work accomplished in Grade IV or by selection of alternative primary industries, i.e., industries not already studied in Grade IV.

Canadian Shield—Mining

St. Lawrence Lowlands—Fruit Farming

Appalachians—Fishing

C. LIFE ON THE PLAINS

One or more of:

1. Argentina
2. Russia
3. China
4. Australia

It is assumed that children will come to this topic after study of samples of life on the Canadian prairie and can make contrasts with the areas selected. While life on the plains is the required content of this topic, teachers and pupils may well decide to incorporate the regional study of the plain in a broader study of the nation selected.

D. CONTRIBUTIONS OF SCIENTISTS TO HEALTH

One or more of:

1. Ancient scientists
2. Renaissance scientists
3. Modern scientists

This section can serve to acquaint children with the lives and contributions of outstanding men and women in the field of health. The effects of various scientific contributions on society should receive special attention.

GRADE VI

A. LIFE IN THE PAST

One or more of:

1. Ancient Egypt
2. Ancient Greece
3. Ancient Rome
4. The Middle Ages

This section provides an opportunity for children to study people of a different culture of a long-past era. Some of the social development which has led to our present-day culture should become evident to the pupil. One specific era may receive major emphasis or a wider approach may view several eras in less detail.

B. EUROPE AT WORK

One of:

1. France
2. Germany
3. Sweden
4. Denmark
5. Italy

C. LIFE IN COASTAL REGIONS

One or more of:

1. West Indies or Fiji
2. Indonesia
3. New Zealand
4. Portugal

Children can come to their study of life in coastal regions with a knowledge of life associated with a major primary industry in a Canadian coastal region. Contrasts and comparisons can be developed with the new coastal regions selected for study and with those highlands and plains studied in Grades IV and V.

D. CONTRIBUTIONS OF SCIENCE TO SOCIAL PROGRESS IN CANADA AND THE UNITED STATES

One or more of:

1. United States
Urban Development
Education
Welfare
Life Expectancy
Standard of Living
2. St. Lawrence River
3. Columbia River Project
4. Canadian and U.S. Northland

(This section deals with how Canadians and Americans have combined natural and human resources to improve conditions of living).

Scientific emphasis should center around cooperative projects engaged in by Canada and the U.S.A. to solve common problems, and new living conditions created by technical advances.

SCIENCE

The new elementary school science program has two fundamental but inseparable aims. By emphasizing the development and use of inquiry skills as tools of investigation, the program is designed to enable the student to better understand and appreciate the true nature of science. To have the student develop basic science concepts is a second aim. A number of concepts, that is abstract ideas generalized from particular experiences, are to be developed under each of the six major conceptual schemes which provide a framework and structure for the program at each grade level.

The Six Major Conceptual Schemes are:

1. When energy changes from one form to another, the total amount of energy remains unchanged.
2. When matter changes from one form to another, the total amount of matter remains unchanged.
3. Living things are interdependent with one another and with their environment.
4. A living thing is the product of its heredity and environment.
5. Living things are in constant change.
6. The universe, and its component bodies, is constantly changing.

Objectives

1. Skills

As a result of science instruction, the elementary school pupil should:

- a. develop the ability to inquire, i.e., ability to think and investigate science through the use of process skills (behaviors) such as observing, classifying, communicating, inferring . . .
- b. demonstrate manipulative skills in the use of apparatus in order to conduct investigations.

2. Attitudes

Much of the spirit and meaning of science is transmitted to students from the teacher. The teacher must create conditions of learning that will enable the student to:

- a. demonstrate a growing curiosity and interest
- b. demonstrate intellectual honesty
- c. be open-minded
- d. look for cause-effect relationships
- e. suspend judgment when data is inadequate

3. Concepts

As the student proceeds through the elementary school science program, he should develop an increasing body of scientific information in the form of concepts.

Recommended References

Concepts in Science Series (Longmans).
Science for Tomorrow's World Series (Collier, MacMillan).
Science, a Modern Approach Series (Holt Reinhart).

SKILLS TO BE DEVELOPED IN SCIENCE

1. Process Skills

A key objective of the elementary school science program is to make the student an increasingly active and dynamic investigator of science—using the processes of the scientist. Through systematic development of these processes, the student becomes increasingly more equipped for more complex science learnings. The new elementary school science program considers the following processes to be an essential part of the students' learnings.

- a) observing — using all the senses
- b) classifying — grouping related objects or ideas
- c) quantifying — using number and measure
- d) communicating — using such means as discussion, tabulation, graphing
- e) inferring — using indirect observation
- f) predicting
- g) formulating hypotheses — If (this is done), then (this will happen)
- h) defining terms
- i) controlling variables
- j) interpreting data and results
- k) formulating models — verbal, pictorial and concrete
- l) experimenting — planning and designing an investigation

2. Motor Skills

In order to develop manipulative skills, pupils in elementary school science must have frequent opportunities for first-hand investigative experiences that involve the handling of materials and equipment.

CONCEPTUAL ORGANIZATION OF CONTENT GRADE ONE

CONCEPTUAL SCHEME A

WHEN ENERGY CHANGES FROM ONE FORM TO ANOTHER,
THE TOTAL AMOUNT OF ENERGY REMAINS UNCHANGED.

Concepts

1. Energy (a force) must be used to set an object in motion or to alter its motion.
2. Energy is used to do work.
3. Work is force acting through a distance.
4. Force is used to counteract force.

CONCEPTUAL SCHEME B

WHEN MATTER CHANGES FROM ONE FORM TO ANOTHER,
THE TOTAL AMOUNT OF MATTER REMAINS UNCHANGED.

Concepts

1. Matter exists in various forms and states — solids, liquids and gases.
2. Heat may cause a change in the state of matter.
3. Evaporation and condensation are changes in the state of matter.

CONCEPTUAL SCHEME C

LIVING THINGS ARE INTERDEPENDENT WITH ONE ANOTHER AND WITH THEIR ENVIRONMENT.

Concepts

1. There is an interchange of matter and energy between living things and their environment.
2. Organisms (living things) reproduce their own kind.
3. There is an interchange of matter and energy between living things and their environment. Adequate amounts of both are required for optimum growth.

CONCEPTUAL SCHEME D

A LIVING THING IS THE PRODUCT OF ITS HEREDITY AND ENVIRONMENT.

Concepts

1. Organisms (living things) reproduce their own kind.
2. There is an interchange of matter and energy between living things and their environment. Adequate amounts of both are required for optimum growth. Size and structure are determined by heredity and environment.

CONCEPTUAL SCHEME E

LIVING THINGS ARE IN CONSTANT CHANGE.

Concept

1. Animals of the past were different from the animals of the present.

CONCEPTUAL SCHEME F

THE UNIVERSE, AND ITS COMPONENT BODIES, ARE CONSTANTLY CHANGING.

Concept

1. The sun is the source of our light energy.

GRADE TWO

CONCEPTUAL SCHEME A

WHEN ENERGY CHANGES FROM ONE FORM TO ANOTHER, THE TOTAL AMOUNT OF ENERGY REMAINS UNCHANGED.

Concepts

1. The sun is our prime source of energy.
2. Chemical energy can be changed to light energy and heat energy.
3. Energy can be transferred from one place to another.
4. Energy can be transferred through the molecules of solids, liquids and gases.
5. Sound is a transfer of energy through the molecules of solids, liquids, or gases.
6. Sounds vary in pitch; they may be high or low.
7. Sound travels through solids, liquids, or gases.
8. Sound results from the vibrations of molecules in solids, liquids, or gases.

9. Sound waves travel through molecules of solids, liquids, or gases.
10. Sound is a transfer of energy in a wave pattern through molecules of solids, liquids, and gases.
11. Light is a form of energy.
12. Matter on the sun is converted to energy, including light energy.
13. Light is a form of energy transferred as a wave.
14. Sight is a physiological response to the stimulus of light energy.

CONCEPTUAL SCHEME B

WHEN MATTER UNDERGOES CHEMICAL CHANGE, THE TOTAL AMOUNT OF MATTER REMAINS UNCHANGED.

Concepts

1. A molecule is the smallest part of a substance which retains the chemical properties of that substance.
2. Heat energy causes water to expand.
3. Heat energy causes air to expand.
4. Heat energy causes matter to expand.

CONCEPTUAL SCHEME C

LIVING THINGS ARE INTERDEPENDENT WITH ONE ANOTHER AND WITH THEIR ENVIRONMENT.

Concept

1. Living things depend for their energy on a flow of materials from the environment.

CONCEPTUAL SCHEME D

LIVING THINGS ARE PRODUCTS OF THEIR HEREDITY AND ENVIRONMENT.

Concepts

1. An organism is a product of its heredity.
2. The life and growth of a plant is affected by its environment.
3. An organism is a product of its heredity and environment.
4. There is an interchange of material and energy between organisms and their environment.

CONCEPTUAL SCHEME E

LIVING THINGS ARE IN CONSTANT CHANGE.

Concept

1. Plants and animals have changed over the years.

CONCEPTUAL SCHEME F

THE UNIVERSE, AND ITS COMPONENT BODIES, ARE CONSTANTLY CHANGING.

Concepts

1. Bodies in space are in constant motion.
2. The sun is the chief source of the earth's light.
3. Matter on the sun (and other stars) is converted energy, including light energy.
4. The universe is constantly changing; its bodies are in constant motion.

GRADE THREE

CONCEPTUAL SCHEME A

WHEN ENERGY CHANGES FROM ONE FORM TO ANOTHER, THE TOTAL AMOUNT OF ENERGY REMAINS UNCHANGED.

Concepts

1. The sun is the earth's chief source of energy.
2. Energy can change from one form to another.

CONCEPTUAL SCHEME B

WHEN MATTER CHANGES FROM ONE FORM TO ANOTHER, THE TOTAL AMOUNT OF MATTER REMAINS UNCHANGED.

Concept

1. Matter consists of atoms and molecules.

CONCEPTUAL SCHEME C

LIVING THINGS ARE INTERDEPENDENT WITH ONE ANOTHER AND WITH THEIR ENVIRONMENT.

Concept

1. There are characteristic environments, each with their characteristic life.

CONCEPTUAL SCHEME D

A LIVING THING IS THE PRODUCT OF ITS HEREDITY AND ITS ENVIRONMENT.

Concept

1. Living things are related through possession of common structure.

CONCEPTUAL SCHEME E

LIVING THINGS ARE IN CONSTANT CHANGE.

Concept

1. Living things grow and develop in different environments.

CONCEPTUAL SCHEME F

THE UNIVERSE IS IN CONSTANT CHANGE.

Concept

1. There are seasonal and annual changes within the solar system.

GRADE FOUR

CONCEPTUAL SCHEME A

WHEN ENERGY CHANGES FROM ONE FORM TO ANOTHER, THE TOTAL AMOUNT OF ENERGY REMAINS UNCHANGED.

Concept

1. A loss or gain of energy affects molecular motion.

CONCEPTUAL SCHEME B

WHEN MATTER CHANGES FROM ONE FORM TO ANOTHER, THE TOTAL AMOUNT OF MATTER REMAINS UNCHANGED.

Concept

1. In chemical change, atoms react to produce a change in the molecules.

CONCEPTUAL SCHEME C

LIVING THINGS ARE INTERDEPENDENT WITH ONE ANOTHER AND WITH THEIR ENVIRONMENT.

Concept

1. Living things capture matter from the environment and return it to the environment.

CONCEPTUAL SCHEME D

A LIVING THING IS THE PRODUCT OF ITS HEREDITY AND ENVIRONMENT.

Concepts

1. A living thing reproduces itself and develops in a given environment.
2. A living thing is the product of its heredity and environment.

CONCEPTUAL SCHEME E

LIVING THINGS ARE IN CONSTANT CHANGE.

Concept

1. The environment is in constant change.

CONCEPTUAL SCHEME F

THE UNIVERSE IS IN CONSTANT CHANGE.

Concept

1. The motion and path of celestial bodies are predictable.

GRADE FIVE

CONCEPTUAL SCHEME A

WHEN ENERGY CHANGES FROM ONE FORM TO ANOTHER, THE TOTAL AMOUNT OF ENERGY REMAINS UNCHANGED.

Concept

1. Energy must be applied to produce an unbalanced force, resulting in motion or change of motion.

CONCEPTUAL SCHEME B

WHEN MATTER CHANGES FROM ONE FORM TO ANOTHER, THE TOTAL AMOUNT OF MATTER REMAINS UNCHANGED.

Concept

1. In chemical and physical change, the total amount of matter remains unchanged.

CONCEPTUAL SCHEME C

LIVING THINGS ARE INTERDEPENDENT WITH ONE ANOTHER AND WITH THEIR ENVIRONMENT.

Concept

1. The capture of radiant energy by green plants is basic to the growth and maintenance of all living things.

CONCEPTUAL SCHEME D

A LIVING THING IS THE PRODUCT OF ITS HEREDITY AND ENVIRONMENT.

Concept

1. The cell is the unit of structure and function; a living thing develops from a single cell.

CONCEPTUAL SCHEME E

LIVING THINGS ARE IN CONSTANT CHANGE.

Concept

1. Living things have changed over the ages.

CONCEPTUAL SCHEME F

THE UNIVERSE IS IN CONSTANT CHANGE.

Concept

1. Bodies in space, as well as their matter and energy, are in constant change.

GRADE SIX

CONCEPTUAL SCHEME A

WHEN ENERGY CHANGES FROM ONE FORM TO ANOTHER,
THE TOTAL AMOUNT OF ENERGY REMAINS UNCHANGED

Concept

1. The amount of energy obtained from a machine does not exceed the energy put into it.

CONCEPTUAL SCHEME B

WHEN MATTER CHANGES FROM ONE FORM TO ANOTHER,
THE TOTAL AMOUNT OF MATTER REMAINS UNCHANGED.

Concept

1. In nuclear reactions, a loss of matter is a gain in energy; and the sum of the matter and energy remains unchanged.

CONCEPTUAL SCHEME C

LIVING THINGS ARE INTERDEPENDENT WITH ONE ANOTHER
AND WITH THEIR ENVIRONMENT.

Concept

1. Living things are adapted by structure and function to their environment.

CONCEPTUAL SCHEMES D & E

A LIVING THING IS THE PRODUCT OF ITS HEREDITY AND ITS
ENVIRONMENT.

LIVING THINGS ARE IN CONSTANT CHANGE.

Concepts

1. The characteristics of a living thing are laid down in a genetic code.
2. Changes in the genetic code produce changes in living things.

CONCEPTUAL SCHEME F

THE UNIVERSE IS IN CONSTANT CHANGE.

Concept

1. Nuclear reactions produce the radiant energy of stars, and variations in this result in consequent change.

HEALTH

Recommended Texts

RYERSON SERIES — *Dimensions in Health*

Gr. I <i>All About You</i>	Irwin et al.
Gr. II <i>You and Others</i>	Irwin et al.
Gr. III <i>Growing Every Day</i>	Irwin et al.
Gr. IV <i>Finding Your Way</i>	Irwin et al.
Gr. V <i>Understanding Your Needs</i>	Irwin et al.
Gr. VI <i>Choosing Your Goals</i>	Irwin et al.

LAIDLAW HEALTH SERIES

Gr. I <i>Health 1</i>	Byrd et al.
Gr. II <i>Health 2</i>	Byrd et al.
Gr. III <i>Health 3</i>	Byrd et al.
Gr. IV <i>Health Science 4</i>	Byrd et al.
Gr. V <i>Health Science 5</i>	Byrd et al.
Gr. VI <i>Health Science 6</i>	Byrd et al.

MACMILLAN HEALTH SERIES

Gr. IV <i>Health Around the Clock</i>	Prunkl & Lougheed
Gr. V <i>Health Through the Seasons</i>	Prunkl & Lougheed
Gr. VI <i>A Lifetime of Health</i>	Prunkl & Lougheed

Overall Objective

To develop sound health habits and attitudes of the individual through a background of information based on the scientific facts about the body, its functions and its care.

General Aims and Objectives

1. Body Structure and Function
To develop an understanding of body structure and function as a basis for healthful living.
2. Food and Nutrition
To develop the acquisition of good food habits, understandings, attitudes and appreciation as they affect the child's health.
3. Prevention and Control of Sickness and Disease
To develop in the child attitudes, appreciations, understandings and worthwhile practices which contribute to the protection and promotion of his own health and the health of the community.
4. and 5. First Aid and Safety
To help children recognize situations involving hazards and to develop habits of carefulness and obedience to safety rules at home, on the streets, in school or at play, and to help prepare children to face situations involving sudden illness or accidents.
6. Cleanliness and Personal Appearance
To develop those attitudes and appreciations which encourage continued improvement in acceptable appearance, cleanliness and correct posture.
7. Personal Development and Mental Health
To help the child acquire a sense of belonging and adequacy so that he can adjust to the demands of daily life and establish satisfactory relationships with others.

HEALTH SCOPE CHART

Grade I

Body Structure and Function

Care of skin

Keeping face, neck and hands clean

Careful attention to teeth and mouth

Food and Nutrition

Importance of milk and fruit juices

Development of pleasing eating habits

Cleanliness in handling foods

Prevention and Control of Illness and Diseases

First Aid and Safety

Awareness of common accidents in home

Slippery surfaces

Basement: Scene of many accidents

Safety in classrooms and halls

Safety on playground, playroom and gym

Safe bike practices

Appropriate behavior on bus

Toys on sidewalk

Safety patrol

Street and pedestrian safety

Cleanliness and Personal Appearance

Use of clean and appropriate clothing

Ways of caring for one's own clothing

Choice of chairs and tables that "fit"

Correct posture for sitting

Frequent change of position

Personal Development and Mental Health

HEALTH SCOPE CHART

Grade II

Temporary teeth replaced by permanent teeth
Development of healthy teeth depends upon food, cleaning and regular dental care
Good teeth are of great importance too

Prevention and control of colds and other infectious diseases
Awareness of classroom environment
Regular health examinations
Importance of staying home when ill
Avoidance of handling unfamiliar substances
Individual's obligations for cleanliness
Group's responsibility for healthful school environment
Community protection of foods
Relaxation after stimulating activities
Quiet, happy period before bedtime
Need for adequate sleep
Development of independence for bedtime and early morning routine
Importance of supervised and safe swimming areas on the beach
Avoiding potential sources of danger
Safety in the classroom and halls
Safety on the playground and in the gym

Care of hands and face
Care of hair
Pride in being neat and clean

Grade III

Skin care and protection
Cleanliness of face, neck, hands
Care of hair
Care of comb and brush
Care of nails
Good eating habits
Water is essential to the healthy body

Nutritive values of dairy products
Margarine as a substitute for butter
Variety of fruits and vegetables
Willingness to try new foods
Necessary foods for body building
Adequate breakfast, lunch and dinner
Acceptable eating habits
Elimination
Washing hands before eating

Persons who help us with traffic safety

HEALTH SCOPE CHART

Grade IV

Body Structure and Function

Eye—function, structure, care, tests
Ear—function, structure, protection, defect
Difficulties encountered by deaf and dumb
Nose—function of; prevention of germs from entering body; health practices in care of
Circulation—function, structure, rest periods

Food and Nutrition

Prevention and Control of Illness and Diseases

Relationship—bacteria—communicable diseases
Early symptoms of illness
Consideration of others when ill
Signs of fatigue
Selection of T.V. programs
Alteration of quiet and active work or play
Regular hours for sleeping
Mental and emotional activities that release tensions

First Aid and Safety

Simple first aid for common accidents
"Transportation" of victim
Home—common accidents, places and types
School—safety at schools, playground, games

Cleanliness and Personal Appearance

Routines
Frequency of bathing
Own responsibility in personal care

Personal Development and Mental Health

Art of relaxation
Difference between humor and teasing
Relationship between rest and behavior
Friends
Solutions of problems

HEALTH SCOPE CHART

Grade V

Respiratory—function, structure, infections, defects, protection
 Skeleton and muscles—function, structure
 Importance of exercise
 Structure of tooth
 Types of teeth
 Care of teeth: decay reduction
 Function of dentifrices
 Attitudes re bands, care of gums

Importance of rest
 Foods, cleanliness, immunization
 Causes and spread of diseases
 Caution in use of medicines and drugs

Traffic—urban and rural
 Common causes and treatment in first aid
 Emergency situations (recognizing, dealing)
 Fire drills
 Prevention in home
 Water—rules for swimming, boating, ice

Posture—body's framework
 Relationship—fatigue, posture
 Appearance

Standards for acceptable behavior
 Facing difficulties squarely
 Facing reality
 Responsibility—leadership, followership
 Respect for self and others
 Worthy example to younger children

Grade VI

Eye—function, structure, care of, infection, eyeglasses
 Ear—function, structure, care of
 Nose and throat—structure, function, common diseases, care of cold
 Circulation—function, structure, care
 Digestive—structure, function, eating habits
 Relationship between fillings in teeth, consumption of food
 Nervous—function, structure, habits, care of

Adequate diet
 Canada's food rules
 Quiet activities before and after meals
 Contribution to happy family mealtimes
 Effects of emotion
 Relationship—diet, body weight

School health problems
 Selection of eating places
 Voluntary health agencies
 Canada's health problems
 Health heroes

Individual signs of fatigue
 Standards for sleep
 Importance of relaxation
 Opportunities and ways to relax

Peer—group relationships
 Cooperative planning
 Solving individual problems
 Establishment of acceptable emotional patterns
 Forming worthwhile goals
 Study habits

ELEMENTARY SCHOOL PHYSICAL EDUCATION

OBJECTIVES

Physical education is concerned with the development of the whole child through the medium of carefully selected physical activities. As an integral part of the total educational program, physical education contributes to the physical, mental, social and emotional development of the child.

The program in physical education provides the child with an opportunity to develop:

1. motor skills
2. physical fitness
3. emotional control
4. socially acceptable behaviour and
5. desirable knowledges and attitudes to leisure time activities.

In order to achieve the objectives the teacher creates a learning situation which will ensure the optimum development of each child. Since no two children will progress at the same rate nor possess the same skills, the program must account for individual differences by providing latitude in activity experiences. This latitude is achieved through the use of the problem solving approach, which provides each child with the opportunity to proceed at his own rate in exploring and developing skills in movement, thus providing a situation in which each child realizes a sense of achievement, satisfaction and enjoyment.

TIME ALLOTMENT

In order to achieve objectives:

1. A regular sequence of well-planned lessons is essential
2. A minimum of 90 minutes of class time per week should be devoted to physical education instruction
3. In Division I, time should be allotted daily
4. In Division II, three 30-minute periods per week should be scheduled.

DRESS

To allow freedom of movement, safety, modesty and cleanliness, shorts, T-shirts and running shoes or bare feet are desirable. If classes are unable, for various reasons, to meet the recommended dress requirements, the teacher should in any case ensure the removal of extra clothes and the use of running shoes or bare feet.

Where time and facilities permit, elementary teachers are strongly encouraged to change to suitable clothing. Gym shoes are a necessity.

CONTENT

Elementary school physical education should provide the child with broad movement experiences related to the three fields of physical activity — games, gymnastics and dance. The teacher should allow for experimen-

tation, discovery, selection and consolidation. Problems are related to the management and control of the body. These problems, based upon analysis, are designed to make the child aware of what, where and how he moves. Each child is free to work out the problems individually within the limits of his capabilities. The teacher, cognizant of the individual's ability, observes carefully and encourages maximum performance from each child.

The physical education program offers three types of lessons in the elementary school and all should be of equal importance in a well-balanced program.

1. Games

Games demand flexibility of thought and action. Emphasis is placed upon learning the fundamentals required for participation in the major games. The development of the following forms the basis of the games program in Divisions One and Two.

- a. Foot work and body work to develop body balance and general agility
- b. Awareness of the use of space
- c. Skill in handling balls, bats, sticks, pucks and birds
- d. Team work which includes the basic elements of attack and defence.

As skill is acquired, these activities, with varied equipment, can be used in competitive games. The major emphasis at this level should be on lead-up games to the major team sports. The following sequence for the development of competitive games is suggested.

- a. 1 vs 1 (learning to outwit opponent)
- b. 1 with 1 (learning to co-operate)
- c. 2 vs 1 (some co-operation in attack and introduction of a defence)
- d. 2 vs 2 (adjustment from attack to defence)
- e. 3 vs 3 (some element of choice in selecting which player to use)

In Division II, the children should be able to cooperate in larger groups. It would seem desirable to restrict the number of players on a team to six and have several games in progress at the same time.

Skills and lead-up games for the following team and individual activities should be included: volleyball, basketball, softball, soccer, football, badminton, tennis, track and field, and hockey.

Where staff and facilities are available, instruction in skating and swimming should be included in the program.

2. Gymnastics

Gymnastics should provide skill in body management and control. The teacher attempts to build a repertoire of movement which can be applied in a number of situations and to a variety of small and large apparatus. Small apparatus such as hoops, ropes, canes, and skittles can be used. Large apparatus may include mats, benches, chairs, box horses, tables and climbing equipment. Movement themes relating to time, space, weight and flow will form the basis for problems presented at all grade levels. The problems set, and the responses of the children, will be dependent on the age and level of ability of the children.

The children are encouraged to develop sequences of movement which are transferred and adapted to the apparatus.

3. Dance

Dance should provide experience in expressive movement rather than the objective movement of the games and gymnastics lessons. In the dance program both ideas and feelings are expressed through movement. Movement is enjoyed for its own sake, for its quality, shape and pattern. The teacher provides the kind of material that stimulates the imagination, helping children to give clear shape and form to their ideas and opening for them, as they become ready, fresh possibilities in the field of movement.

In Division Two, simple folk and square dance can be included as part of the dance program.

Children may dance without accompaniment, dance to music, or music may arise from, and be fitted to, their dance.

EQUIPMENT

INDOOR

(a) Gymnastic Equipment

Gymnastic Mats -----	8	Spring Board -----	1
Mat Truck -----	1	Climbing Apparatus -----	1
Balance Benches -----	6	Climbing Ropes -----	4-6
Box Horse -----	1		

The following supplementary equipment is recommended in order to provide variety and to stimulate interest in gymnastics.

Boxes and Plank -----	2, 1	Hexagonal Box -----	1
Storming Board -----	1	Parallel Ropes -----	2

(b) Games Equipment

Gymnasium Standards	Badminton Nets -----	1
Volleyball Nets	Inflator with Gauge -----	1

(c) Dance Equipment

Console or record player—four speed -----	1
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OUTDOOR

(a) Gymnastics Equipment

Area equipped with apparatus for hanging, climbing, swinging, and creative play.

(b) Games Equipment

Soccer goals -----	min. 4	Borden ball—Hockey min.	4
Backstops -----	min. 4	High Jump standards	2 sets
Long Jump pits & toe boards -----	min. 2	Metal crossbars -----	2 sets
High Jump pits -----	min. 2	Volleyball posts -----	min. 3
Ball rebound boards	min. 2	Tether ball posts -----	min. 2
Boarded rink ---	as planned	Field liner -----	1
		Stilts -----	4 pair

SUPPLIES

(a) Games and Gymnastics Supplies

Items listed under supplies are expendable and are generally considered as annual budget items:

Item	Number	Item	Number
Soccer balls	15 per station	Measuring tapes,	
Volleyballs	6 per station	50' -----	2 per station
6" utility		Whistles	6 per station
balls	36 per station	Marking sets	1 per station
8" utility		Bean Bags	36 per station
balls	10 per station	Floor hockey	
3" bounce		pucks	2 per station
balls	12 per station	Hoops,	
Tennis balls	12 per station	36" -----	8 per station
Cosom (Plastic)		30" -----	20 per station
balls	12 per station	24" -----	8 per station
Tether balls	minimum of 2	18" -----	8 per station
Fastballs	18 per station	Skittles	8 per station
Bats	12 per station	Team identification	
Fastball		4 colors—	9 per set
masks	4 per station	Quoits	36 per station
Fastball		Bowling pins	20 per station
gloves	4 per station	Garden canes	12 per station
Skiping ropes,		Gamester bats	36 per station
9' -----	36 per station	Ash poles	4 per station
22' -----	12 per station	Shuffleboard	
Field		discs	as required
marking	4 sacks per year	Shuffleboard	
Sand	As required	cues	as required
Measuring tapes,			
100' -----	1 per station		

(b) Dance Supplies

Percussion instruments—made up from a selection of the following:
(36 per station)

*Tamborines	10	Cymbal	1
*Drums (Tambour)	6	Cymbal (Pair)	6 pair
Maracas	6 pair	Chime bar	1 set
Bells	6	Triangles	6
*Beaters	3 soft	Castanets	4 pair
*Beaters	3 hard	Jungle sticks	2

Records:

Listen and Move (Green Label)—set of eight records,
E.M.I. Records Ltd., Hayes, Middlesex, England.

ME/EP 1-16

(Blue Label)—set of four records,

E.M.I. Records Ltd.,

ME/EP 30-34

Listen, Move & Dance (Electronic Sounds)—No. 3—1 record,
E.M.I. Records Ltd.

TEG 8762

*Must be of good quality because they receive the most use.

REFERENCES

Teachers' Primary References

A. *Gymnastics*

*Bilborough, A. and Jones, P., *Physical Education in the Primary School*; University of London Press Ltd. (Ling Book Shop, Ling House, 10 Nottingham Place, London, W.1., England).

*Mauldon, E. and Layson, J.; *Teaching Gymnastics*; Macdonald & Evans Ltd.; 1965.

B. *Dance*

*Preston, V.; *A Handbook for Modern Educational Dance*; Macdonald & Evans Ltd.; 1963.

*Russell, J.; *Creative Dance in the Primary School*; Macdonald & Evans Ltd.; 1965.

C. *Games*

Dept. of Education, Ontario; *Junior Division Physical Education*; (C.A.H.P.E.R., 703 Spadina Avenue, Toronto 4, Ontario).

*Dunn, M.; *Games Activities for Girls*; Blackie & Sons, Canada, Ltd.; Toronto, 1950.

Teachers' Secondary References

Blake, O. William and Anne M. Volp; *Lead-Up Games to Team Sports*; Prentice-Hall Inc., Englewood Cliffs.

*Cameron, W. McD. and Peggy Pleasance; *Education in Movement*; Ling Book Shop, Ling House, 10 Nottingham Place, London, W.1.

*Gray, Vera and Rachel Percival; *Music, Movement and Mime for Children*; Ling Book Shop, Ling House, 10 Nottingham Place, London, W.1.

Laing, Margaret; *Games and Activities*; House of Grant.

*London County Council: *Educational Gymnastics*; Ling Book Shop, Ling House, 10 Nottingham Place, London, W.1.

*———, *Movement Education for Infants*; Ling Book Shop, Ling House, 10 Nottingham Place, London, W.1.

*Ministry of Education; *Moving and Growing*; Ling Book Shop, Ling House, 10 Nottingham Place, London, W.1.

*Russell, J.; *Modern Dance in Education*; Macdonald & Evans, London.

NOTE: Those with an asterisk are available from Canadian F.D.S. Audio Visual Aids, 605 King Street W., Toronto 2B, Canada.

HANDWRITING

Objectives

Instruction in handwriting is successful to the degree that it develops:

1. Legible writing.
2. Ease of writing.
3. Adequate speed.
4. A pleasing appearance through neatness and the functional arrangement of written material on the page.
5. The desire to produce good handwriting as a result of the knowledge of its importance.
6. The ability to diagnose and correct specific faults.

Content

GRADES I AND II

Manuscript Writing

Letter Forms (see sample).

Beginning pupils are expected to use large letters, at least two spaces in height for tall letters and at least one space for single unit letters. As the pupils gain proficiency the letter size may be reduced somewhat and the speed increased.

GRADES III, IV, V, VI

Cursive Writing

Letter and Number Forms as they appear in sample.

Pupils are expected to improve their handwriting through these grades, paying particular attention to such things as letter form, slant, alignment, size, and quality of line. The use of pen and ink is recommended to begin in Grade IV. Acceptable speed standards are approximately the following:

Grade	-----	II	III	IV	V	VI	VII	VIII
Letters per minute	-----	30	40	50	55	60	65	70

Materials

Teachers' References

LANGUAGE SKILLS IN ELEMENTARY EDUCATION by Paul S. Anderson, N.Y., Macmillan, 1964.

DEVELOPING LANGUAGE SKILLS IN THE ELEMENTARY SCHOOLS. Boston: Allyn and Bacon, 1963.

MANUSCRIPT WRITING

CAPITALS:

A B C D E F G

H I J K L M N O

P Q R S T U

V W X Y Z

LOWER CASE LETTERS:

a b c d e f g h

i j k l m n o p

q r s t u v w

x y z

CURSIVE WRITING

CAPITALS AND NUMERALS:

A B C D E F

G H I J K L

M N O P Q R

S T U V W X

Y Z 1 2 3 4 5 6 7 8 9 0

LOWER CASE LETTERS:

a b c d e f
g h i j k l m
n o p q r s t
u v w x y z

t p d

ART

General Objective

Through the provision of art experiences and through the use of a wide range of media and materials, to foster and encourage the personal development and growth in sensitivity, in appreciation, in understanding and in the productive abilities of each pupil in the elementary school program.

Specific Objectives:

1. To assist each child to grow in sensitivity and perception:
 - (1) to *see* in order that he may become visually sensitive to the nature of line, shape, form, tone, color and the organic structures which characterize design in nature and in man-made objects.
 - (2) to *touch* so that he may develop tactile awareness of texture, form and shape.
 - (3) to *think*, through questioning, analyzing, and discussing such similarities, differences and harmonies as he finds in nature, in his own work and the work of others, and in so doing, to establish self-standards of workmanship and appreciation.
 - (4) to *feel* by responding emotionally to his own involvements with art, as well as to the experiences of others, as expressed in line, form and color, and in the language of symbols.
 - (5) to *dream*, by capitalizing on the capacity for wonder; to develop the power to improvise, to extend, to pursue, and to seek answers through inquiry and experimentation.
 - (6) to *make*, by developing the power to initiate creative activity, and from the selection of an idea, to the choice of materials, through to the attainment of a finished product, learn the satisfaction that comes from making something of one's own—a personal statement.
2. To provide each child with a comprehensive set of experiences that will develop his visual, manipulative, imaginative, evaluative and aesthetic powers.
3. To help each child learn to explore the possibilities of a variety of art media and of basic materials in two-dimensional and three-dimensional form.
4. To assist each child to acquire basic artistic skills and techniques and to improve on those skills through expanding, enriching experiences or through progressively greater concentration or by a change in emphasis.
5. To get each child to understand and use the common vocabulary of expression and interpretation, the language of art, through meaningful experiences and through self-study or directed study and research.

6. To correlate art with other aspects of the curriculum in order to make the art program more functional and to illustrate how art permeates the whole field of learning.
7. To ensure the opportunity for successful and enjoyable experiences and individuality and pride in achievement on the part of every student.
8. To provide valuable group experiences through joint cooperative projects.
9. To have children discuss their own and their classmates art experiences and products and to learn how to display their completed work effectively.

CONTENT

The Elementary Art Program as outlined in the Scope and Sequence charts is a broad, sequential, structured Art program stressing the two major aspects of Art education: *Creating Art* and *Understanding Art*. This division of the program is not capricious; it should be clear that understanding of the nature and variety of art is of equal importance to creating art products. Indeed for the majority of students, it is quite likely that the appreciative aspects of art education will have the greater impact on their lives.

Five broad skill or experience areas are to be presented at each of the four levels of schooling (pre-school, K-1-2, 3-4 and 5-6). Drawing, Painting, Printmaking, Sculpture (including modeling and constructing) and Fabric (including fabric decoration) are the experience areas to be explored. The capabilities, interests and enthusiasm of the teacher as well as of the students will help to determine the extent of development of each aspect of the program.

Although the program is structured, the intent is not to be restrictive or prescriptive. Rather it is to provide the basic guidelines within which the teacher should operate. The individual teacher and each school staff should have freedom to plan an art program which will provide extensive, rich, rewarding and meaningful art experiences for the students. The actual program, however, will vary from school to school, and from one community to another. Care must be taken to ensure that the students' learnings are increasing in depth and breadth rather than being merely repetitive as the children advance through the grades.

MATERIALS, EQUIPMENT AND RESOURCES

In order to implement a worthwhile program in Art, basic materials, equipment, resources and time must be made available.

RECOMMENDED REFERENCES

BOOKS

Emphasis	Authors	Title	Publishers	Level
DRAWING	Borten, H.	<i>Do You See What I See?</i>	Abelard-Schuman, Toronto	K-4
	Boylston, E. R.	<i>Creative Expression with Crayons</i>	Reinhold Publishing Corp., N.Y.	K-6
	Rottger & Klante	<i>Creative Drawing: Point and Line</i>	Reinhold	4-6
PAINTING	Spilka, A.	<i>Paint all Kinds of Pictures</i>	Henry Z. Wolch Inc., N.Y.	K-4
	Petterson & Gerring	<i>Exploring with Paint</i>	Reinhold	4-6
PRINTMAKING	Andrews, M.	<i>Creative Print-making</i>	Prentice-Hall, N.J.	K-6
	Ofa, Koshi et al.	<i>Printing for Fun</i>	Obolensky, N.Y.	K-6
	Hawkinson, J.	<i>Collect, Print and Paint from Nature</i>	Whitman	3-6
SCULPTURE modelling constructing	Reed & Orze	<i>Art from Scrap</i>	Davis Publications	4-6
	Rottger, E.	<i>Creative Clay Craft</i>	Reinhold	K-6
	Johnson, P.	<i>Creating with Paper</i>	U. of Wash. Press, Seattle	K-6
FABRIC	Rainey, S.	<i>Weaving Without a Loom</i>	Davis Publications	3-6
	Krevitsky	<i>Stitching: Art & Craft</i>	Reinhold	5-6
	Alexander	<i>Fifteen Simple Ways to Weave</i>	McKnight & McKnight, Bloomington, Ill.	3-6
GENERAL	Lark-Horowitz et al.	<i>Understanding Children's Art for Better Teaching</i>	Chas. Merrill Books, Columbus, Ohio	K-6
CURRICULUM	Wackowcak & Ramsay	<i>Emphasis: Art</i>	International Text-books, Scranton, Penn.	K-6
DESIGN	Wilson	<i>An Alphabet of Visual Experience</i>	International Text-books	K-6

FILMS

Emphasis	Title	Source	Level
UNDERSTANDING ART	<i>Discovering (Series)</i>	Film Associates, California	

PAMPHLETS

Emphasis	Title	Publisher	Level
PLANNING	<i>Planning Facilities for Art Instruction, N. A. E. A.</i>	Dept. of N.E.A., Washington, D.C.	

FILMSTRIPS

Emphasis	Title	Source	Level
DRAWING	<i>Primary Grade Art Series—Drawings</i>	McGraw-Hill	K-2
	<i>Sketching with Crayons</i>	McGraw-Hill	3-6
PAINTING	<i>Primary Grade Art Series Painting</i>	McGraw-Hill	K-2
	<i>Finger Painting</i>	McGraw-Hill	K-2
	<i>Working with Paints</i>	E. F. B.	
	<i>Water Colors, Intermediate Art Series</i>	Young America	5-6
PRINTMAKING	<i>Art Activities for Primary Grade Series, Printmaking</i>	S. V. E.	3-4
	<i>We Print Designs and Pictures</i>	Art in Our Classroom Series, E. F. B.	1-6
	<i>Potato Printing</i>	Intermediate Art Series Young America	5-6

Filmstrips (cont'd)

Emphasis	Title	Source	Level
SCULPTURE	<i>Clay Modeling & Primary Grades Art Series</i>	McGraw-Hill	K-2
	<i>Clay Modeling, Classroom Crafts Series</i>	Curriculum	3-6
	<i>Mosaics</i>	S. V. E.	3-4
	<i>Collage</i>	S. V. E.	3-4
	<i>Wood Constructions</i>	S. V. E.	3-4
	<i>Experimenting with Sculpture</i>	E. B. F.	5-6
FABRIC	<i>We Make Designs with Needle and Thread</i>	E. B. F.	1-6
	<i>Weaving on Cardboard</i>	Bailey	
	<i>Weaving—Intermediate Art Series</i>	Young America	5-6
	<i>Wall Hangings—Exploring Art Techniques</i>	Bailey	K-6
DESIGN, COMPOSITION & APPRECIATION	<i>Looking for Composition (Series)</i>	Bailey	K-6
	<i>Native Art</i>	N. F. B.	
	<i>Artists of Canada (Series)</i>	N. F. B.	
	<i>Artists of Many Lands, Series</i>	Eyegate	
	<i>Elements of Art (Series)</i> <i>This is a Line, This is a Shape</i>	J. Handy	

ELEMENTARY ART
SCOPE AND SEQUENCE
CHARTS

1 GRADES: K, 1, 2
AGES : 5, 6, 7

2 GRADES: 3, 4
AGES : 7, 8, 9, 10

3 GRADES: 5, 6
AGES : 10, 11, 12

CREATING ART

1

SKILL	Activity	EQUIPMENT	THEMES	STIMULATION
DRAWING	Experimentation in symbolism.	Crayons, chalk, brushes, tempera, paper, chalkboard.	Anything within child's experience. "Me" is paramount.	Music, conversation, stories, songs, pictures, activities at school and home. Visual cues.
PAINTING	Painting experience with textures, space Finger painting Finger dabbing Spray painting.	Finger paint, Tempera mixed, Tempera dry, Tempera block, Brushes, sponges, Twigs, weeds, paper, Water container, Soap flakes.	Anything within child's experience. "Me" is paramount.	Materials, stories, conversation, songs, poetry, pictures, School and Home activities, Visual cue (line, shape, spot of color).
PRINT-MAKING	Rubbings, mono-printing, clay printing, gadget printing, block printing.	Crayons, colored chalk, pencils, paper (pliable), textured surfaces, weeds, leaves, paint, clay, plasticine.	Themes within the experience of the child to enhance surface areas with patterns.	Texture (discussion), textures in environment: clothing, nature, home. Observation of rich detail in pattern, texture, decoration.
SCULPTURE	Modelling, sculpting, constructing.	Doughs, plasticine, clay, asbestos, sawdust, simple tools, cardboard, plastic, balloons, cord, adhesives, found objects.	Expressive subjects: animals, vehicles, heads, figures, puppets, buildings. Non-objective forms. Geometric shapes, collages, montages, mosaics, mobiles.	Handle media to develop an awareness of a new dimension. Visual and verbal cues. Action, animation, expressiveness to be encouraged.
FABRICS AND FABRIC DECORATION	Simple stitchery, simple applique (glued or stitched), cardboard support weaving, crayon, chalk, on fabric.	Needles, thread, cord, scraps of fabric, crayons, raffia, wool, electric iron.	Shapes: animals, flowers, buildings.	Materials and techniques.

UNDERSTANDING ART

PERCEPTUAL DEVELOPMENT	ART OF THE PRESENT	ART OF THE PAST	CORRELATION
Developing awareness of differences and descriptive aspects of line. Field trips.	Observations of classroom art, artists, child art. Linear aspects of buildings, machines and household objects.	Drawings in story books. Primitive art.	Social studies, language, arithmetic, reading, creative writing.
Differences in color, shape, texture. Application of simple discrimination to work done in class.	Examination of above-mentioned art to distinguish (1) color, (2) shape, (3) texture, also (1), (2), (3) in buildings, household objects, nature.	Paintings in books. Painting of different periods: animals, family, life, games, changes in season.	Reading and language for vocabulary of color, shape, texture. Science, social studies for theme materials. Murals.
Feeling, describing, and depicting simple textures in environment. Collection of textured materials.	The many uses of printing. Printing on paper, fabrics, metal, glass.	Rubbings from stone carvings.	Illustrating themes from other areas in curriculum.
Awareness, form, mass, space. Texture in environment. Developing tactile sense and spatial perception.	See and touch sculpture and ceramics. African, Eskimo sculpture. Sculpture with child appeal.	Heritage of three-dimensional art and architecture. Using models and photographs.	Models of social studies subjects. Dramatizations, Puppetry.
Observing the uses of fabrics and fibres. Appreciating textures and decorated fabrics.	Weaving and stitching around the world, especially primitive cultures.	Baskets, rugs, mats, and hangings from past eras.	Decorating aprons, head pieces, mats, curtains, playhouse materials, puppetry.

CREATING ART

2

SKILL	Activity	EQUIPMENT	THEMES	STIMULATION
DRAWING	Freeforms, objects, figures.	Crayons, chalk, charcoal, brushes, soft pencils, sponge, paper, plasticine, fabric.	Personal experiences. Imagination. Thinking rather than drawing.	Dramatizations, art materials, films, recordings, discussions, field trips, observation.
PAINTING	Designs, pictures, illustrations, murals, finger painting.	Tempera (mixed and dry), Tempera block, bristle brushes, hair brushes, sticks, weeds, toothbrushes, variety of papers (wet or dry).	Personal experiences and observation. Imagination.	School and home activities. Dramatizations, art materials, films, recordings, discussions, field trips, emotions, stories, poetry.
PRINT-MAKING	Block, brayer, vegetable, hand printing. Stencilling.	Blocks of wood, cardboard, rubber (foam or inner tube), plywood, leather, tempera paint, starch, brayer or brush, paper, corks, fabric, sponge, string, knife, stamp pad.	Animals, flowers, letters, symbols (sports events). All-over border patterns. Overlapping. Picture making.	Materials, repeated patterns in environment. Experimenting and creating arrangements with patterns.
SCULPTURE	Modelling, sculpting, constructing. Manipulative experience with form.	Clay, asbestos, sawdust, papier-mâché, cardboard, plastic bags, styrofoam, wire, wax, plaster, balloons, ice, snow, soft wood, simple tools, adhesives.	Subjects suitable to the material. Masks, puppets, relief and incised designs, pottery, panoramas, dioramas.	Materials and techniques. Arrangement and design in the third dimension. Design in motion.
FABRIC AND FABRIC DECORATION	Stitchery, weaving, decorating cloth.	Needles, thread, fabrics, dowels, hangings, cardboard for weaving frames, raffia, wool, twine, weeds, ink, paint, dyes, crayons, pastels.	Creation of a material using fibres. Simple surface enrichment.	Various kinds of stitches. Designing with fibres.

UNDERSTANDING ART

PERCEPTUAL DEVELOPMENT	ART OF THE PRESENT	ART OF THE PAST	CORRELATION
Line and implied line. Collection of examples of linear pattern.	Styles of various artists. Line in printed materials. Visiting artists. Eskimo, Oriental, Mexican, Indian prints.	Reproductions of work of artists: texture, line, quality.	Social Studies, science. Drawing to music. Creative writing.
Color, texture and patterns in environment.	Paintings of various artists re: use of color, shape, texture. Exhibits, demonstrations, gallery tours.	Prints, films, film-strips. Color, shape, texture in art of cultures studied in social studies.	Social Studies, Science, Reading, Language, Music. Decorating school windows. Stage sets, costumes.
Textures and possibilities in observing each print-making technique.	Field trips to print-making institutions. Eskimo, Oriental prints. Printing techniques in commerce.	Reprints, films of printmaking by artists of various cultures from social studies.	Make an illustrated publication including creative writing as well as art. Posters, invitations, cards, lettering skills.
Line and space texture balance. Light and shadow in modeled or carved objects. Simple design, form.	Opportunity to see, to touch, to discuss sculpture and architecture in community. Visit galleries and museums.	Sculptural and architectural heritage in countries in social studies. Use of masks, totems in primitive societies.	Dramatization with masks. Displays in three-dimensional form to illustrate concepts in other subjects.
Texture, design and surface enrichment in fabric.	Weaving, raffia, reed, bamboo. West Coast Indian, Quebec, local craftsmen. Cultures in Social Studies.	Weaving heritage in countries studied in Social studies.	Stitched wall hangings illustrating stories. Clothing: puppets, back drops, dolls, doll clothing.

CREATING ART

3

SKILL	Activity	MATERIALS	THEME	STIMULATION
DRAWING	Non-objective and objective: figure, group, gesture, structural drawings. Scratch-O-grams.	Crayons, chalk, pencils, charcoal, pens, ink, paint and brushes, variety paper, drawing boards, fabric, plasticine.	Awareness of the world: observation, experience, imagination.	Arrangements, poses, natural groupings. Experimentation, conjecture, nature, music.
PAINTING	Design and picture making.	Dry and liquid tempera. Tempera block, water-color, finger paint, brushes, sponges, twigs, sticks, papers (variety).	Observation: figures, emotions, animals, machines, plants, buildings, faces, night-day, rocks, sports, careers.	Ideas and feelings. Arrangements, poses, groupings, materials, conjecture, experimentation, stories, poems.
PRINT-MAKING	Block & screen printing, Engraving: wax, clay, plastic, film, wood, photographs.	String, wood-blocks, linoleum, cutting gouges, printing ink, brayer, frame, cloth, squeegee, finger paint, stencil paper, stencil knife, X-ray film, tools for incising, wringer for press, paper (sensitized), rubber.	Patterns, non-objective design: people, animals, landscape, air-scape, still life, book-plate designs, special events, monograms, sport symbols, architecture.	Texture in contrast to non-texture. Study of design and arrangement. Manipulation of materials and experimentation with techniques.
SCULPTURE	Modelling, sculpting, constructing.	Clay, plaster, vermiculite, wire, toothpicks, leather, metal, sawdust, wax, wood, roots, papier-mâché, salt, soap, simple tools, bottles, balloons.	Linear sculpture and construction. Free standing and relief sculpture. Useful objects. Collage, montage, assemblage.	Visual, verbal, tactile stimulations from films, discussions and experience. Art materials. Fantasy: Science fiction, dreams, imaginary forms.
FABRIC AND FABRIC DECORATION	Weaving, basketry, fabric painting, tie-and-dye, twist-and-dye, simple batik, stitchery, applique, knitting.	Natural and man-made fibres and materials. Fabric, paints, dyes, wax, thread, needles, wool, cord, braid, buttons, sequins, reeds, looms.	Creation of materials using fibres. Surface enrichment through objective and non-objective designs.	Contemporary artistic wall hangings and tapestries. Materials and techniques.

UNDERSTANDING ART

PERCEPTUAL DEVELOPMENT	ART OF THE PRESENT	ART OF THE PAST	CORRELATION
Knowledge of line and implied line to indicate: action, strength, tranquility, power, personality, etc. Collection of photographs, sketches to illustrate these.	Viewing of films related to drawing. Line as in commercial art. Use of various drawing tools to make varied lines.	Study of use of line in masterpieces of cultures studied in social studies.	Drawing correlated with every subject. Sketch book—an essential part of pupil equipment.
Knowledge of color, shape, texture. Role of intensity, detail, overlapping and size to indicate distance. Light and dark, bright and dull color in three-dimensional form and depth.	Films related to paintings. Art galleries. Painting in contemporary design, advertising, movies. Examination of prints for difference in composition, application of paint, importance of mood.	Study of painting: films, prints, illustration of art of peoples studied in social studies. Treatments of similar subjects in various cultures. Ways in which styles have developed in common.	Social studies, science—light and color reading—related to painting. Stagecraft costumes for pageants, operas. Murals and friezes.
Tonal and textural qualities in printmaking techniques. Knowledge of texture and tone to enrich picture compositions.	Screen printing for art or commercial jobs. Meaning of printmaking. Qualities of various printing techniques: serigraphy, etching, engraving, lithography, wood cuts, photography.	Study of examples of etchings, lithographs, wood cuts by famous artists of the past.	Poems, stories, songs, topics from science or social studies. Staging a show or sale of class prints. Photography in art and science. Lettering.
Space, mass, texture, tone, balance. Basic design vs. applied design. Positive and negative shapes.	Contemporary architecture and sculpture of the community. Visual aids depicting sculpture.	Roles and relationship of architecture and sculpture in development of cultures studied in the social studies program.	Sculptural effect of rivers and streams. Landscape design. School sculpture. Space and mass in regard to town planning. Stage settings.
Distinguishing between various kinds of fabrics. Awareness of texture and design in fabric. Man-made designs and nature forms.	Films about fabric making. Study of new synthetic fibres. Clothing and fabrics from other cultures. Weavers at work.	Clothing and fabric decoration of other societies. Chinese silks, Medieval tapestries, Spanish serapes, hats, Indian saris.	Stage presentations. Social studies displays.

MUSIC

General Aims and Objectives

Neither a special teacher of music nor a regular classroom teacher has to be a professional singer. However, a good ear for music and a voice that is true, pleasing and steady are highly desirable.

Points Worthy of Consideration

1. Sing for children with directness, simplicity, confidence and enjoyment
2. Develop a widely varied repertoire of songs
3. Try to capture the unique spirit of each song
4. Develop an intelligent and realistic concept of the child's voice
5. Give careful attention to pitching songs accurately. For this purpose use an instrument such as bells, piano, pitchpipe and others.

Objectives for the Early Grades

1. Develop a love and appreciation for many types of music
2. Develop a good light "singing" tone, the ability to match pitch, good breathing habits, good enunciation, and a large repertoire of songs in the choral program
3. Develop an awareness of different moods and rhythms and become acquainted with many selections in the listening program
4. Experiment with a variety of instruments, create, listen to others, become more aware of differences in pitch, and improve pupil's sense of rhythm in the instrumental program.
5. Become aware of the need and nature of notation.

Aims and Objectives by Grade III

1. More control of the singing voice, conforming more and more to the rhythm and pitch of group singing
2. Increased ability to conform to rhythmic patterns in moving to music
3. Increased interest in experimenting with the easy-to-play instruments
4. Increased ability in discriminating and reproducing differences between simple intervals (d to m, d to s, etc.)
(1 to 3, 1 to 5, etc.)
5. Increased ability to sing at various levels of loudness and softness (dynamics)
6. Increased application of the reading process through correlation with listening, creative, rhythmic and instrumental activities
7. Increased enjoyment of music by encouraging appreciative listening
8. Increased use of songbook to follow the music scale in familiar songs, recognizing by ear and by eye, familiar, significant tonal patterns.
9. Increased opportunities to do solo or small group singing.

Recommended Materials

A. Choral Program

The texts have been selected for their musical worth and interest, and because they and the accompanying guidebooks reflect in their musical activities the present philosophy of music.

- (1) *Music for Living*, Silver Burdett Co.
- (2) *Our Singing World*, Ginn and Company.
- (3) *This is Music*, Macmillan Company of Canada.
- (4) *Growing with Music*, Prentice-Hall of Canada.

The above series includes music books for pupils, guidebooks for teachers, record albums of songs in each grade, Grades I to VI inclusive.

From these or other suitable sources—a repertoire of from 40-60 songs a year, selected according to interests and abilities of the children.

B. Listening Program

- (1) For Grades I, II, III
 - (a) RCA Victor Basic Record Library, Rhythms Program and Listening Program for Grades I, II, III.
 - (b) Other appropriate records by Children's Record Guild, Young People's Records, etc.
 - (c) Bowmar Orchestral Library.
 - (d) RCA Victor Adventures in Music, Division I.
- (2) For Grades IV, V, VI
 - (a) RCA Victor Basic Record Library, Rhythms Program and Listening Program for Grades IV, V, VI.
 - (b) *Music for Young Listeners*, by Lillian Baldwin, Silver Burdett
 - (i) *Green Book*—for Grade IV
 - (ii) *Crimson Book*—for Grade V
 - (iii) *Blue Book*—for Grade VI
 - (c) Bowmar Orchestral Library
 - (d) RCA Victor Adventures in Music Series, Division II.
- (3) Filmstrips with recordings and films.

From these or other suitable sources—experiences with perhaps 30 recorded selections.

C. Instrumental Program

- (1) See recommended song books for correlation with choral program.
- (2) Adequate supply of classroom rhythm instruments, chording instruments as piano, autoharp, guitar, etc.
- (3) Small winds: flutophone, tonette, melody flute, with instructions or song books and advanced materials for interested groups.
- (4) Recorder (for higher grades) with instructions and advanced materials.

D. Notation

"Threshold to Music" Charts, Mary Helen Richards.

Note: THE TEACHERS' GUIDEBOOKS ARE ESSENTIAL FOR MAXIMUM USE OF EITHER SERIES OF TEXTS. THE RECORD ALBUMS FOR EACH SERIES ARE CONSIDERED DESIRABLE ADDITIONAL MATERIALS AS ARE THE RECORDINGS FOR THE LISTENING PROGRAM.

At least six per cent of total class time should be allotted to the music program, e.g., a 1,500-minute school week would allow for 90 minutes for music instruction.

SPECIAL COURSE IN FRENCH FOR GRADES I-IX

(Under Section 386, School Act)

REGULATIONS

In all schools in which the board by resolution decides to offer a special course in French, in accordance with Section 386 (1) of The School Act, French shall be for the French-speaking children one of the authorized subjects of study and may be used as a medium of instruction for other subjects during the first two years. Initially this program in French should stress the audio-aural aspect of language. Later the reading and writing skills will be introduced.

In Grades One and Two, at least one hour a day shall be devoted to instruction in English.

In Grade Three, not more than two hours a day shall be devoted to instruction in French.

In grades above Grade Three, not more than one hour a day shall be devoted to instruction in French. The term "French" as herein used shall include all the language arts which are deemed necessary to implement a balanced program.

It is also to be noted that in all such schools instruction in English shall be provided in all subjects throughout the grades for all children whose mother tongue is other than French.

Programme De Francais

Le "Programme d'Etudes" du Ministère de l'Instruction Publique de notre province contient de nombreuses et excellentes instructions pour l'enseignement de la langue anglaise (Voir: Bulletin 2C, Elementary School Language). Nous croyons que dans une très large mesure ces directives peuvent s'appliquer à l'enseignement du français. Les instituteurs savent déjà les mettre en pratique, puisqu'ils les suivent pour l'enseignement des matières anglaises. Cela contribuera à mettre plus d'unité dans l'enseignement et en assurera le succès.

Il faut toujours se rappeler que c'est la langue qu'il faut enseigner aux élèves. L'enseignement du langage oral à l'école primaire est donc d'une importance qu'on ne peut exagérer. Aucune culture ne peut compenser la connaissance de la langue, d'abord orale, ensuite, écrite, parce que c'est elle qui rend quelqu'un capable de penser par lui-même, de s'assimiler les pensées des autres et de donner une forme personnelle à ses pensées.

Le But Principal

Le but principal de l'enseignement d'une langue, c'est la connaissance de cette langue, c'est à dire, la capacité d'exprimer oralement et d'écrire d'une façon juste et précise des idées et des opinions personnelles.

B. Readers

One set of readers is recommended in Grades IV, V and VI. This is to be chosen from one of the following recommended texts.

1. Series: Choix de Lectures Suivies

Grade IV: *Bien Agir*

Grade V: *Mieux Faire*

Grade VI: *Devenir Meilleur*

2. Series: Berier-Gilbert

Grade IV: *Dès l'aurore*

Grade V: *Bon Matin*

Grade VI: *Grand Jour*

3. Series: M. Dulac

Grade IV: *Arc-En-Ciel*

All Grade I classes are to use the most recently published books of the series *Famille et Patrie* commencing in September, 1965. These classes are to continue using this series each successive year until the end of Grade IV. Classes now using this series will continue in September, 1965 with the next set in the series until the end of Grade IV.

All classes above Grade IV may begin to use the recommended language texts and readers commencing in September, 1965. As yet no suitable readers have been found for Grades VII, VIII and IX.

Materials

A. Language Texts

Grade 1	<i>Bonjour</i> <i>La Grande Nouvelle</i> <i>Mon Cahier d'Exercices</i> <i>1^{ère} année, 1^{ère} partie.</i> <i>Mon Cahier D'exercices,</i> <i>1^{ère} année, 2^e partie.</i> <i>Mes Cartes de Jeux.</i>
Grade 2	<i>La Grande Nouvelle</i> <i>A L'école de la Joie</i> (édition 1964) <i>Mon Cahier D'exercices, 2^e année,</i> <i>2^e partie.</i> <i>Mon cahier d'exercices, 2^e année,</i> <i>1^{ère} partie. (édition 1964)</i>
Grade 3	<i>A L'école de la Joie</i> (édition 1964) <i>Semeurs de Joie</i> <i>Mon Cahier D'exercices, 2^e année,</i> <i>2^e partie. (édition 1964)</i> <i>Exercices Français, 3^e année, 1^{ère} partie</i>
Grade 4	<i>Semeurs de Joie</i> <i>Exercices Français, 3^e année,</i> <i>2^e partie.</i>
Grades 5 and 6	<i>Je Découvre la Grammaire.</i> <i>Cours élémentaire: première et</i> <i>deuxième années. (édition 1963)</i>
Grade 7	<i>Je Comprends la Grammaire</i> <i>Cours moyen: première année</i> <i>(édition 1962)</i>
Grades 8 and 9	<i>Grammaire Française Expliquée.</i> <i>Cours moyen, fin d'études</i> <i>(édition 1961)</i>

NOTE: In a few classes having pupils of above average ability, it would seem possible to complete *Je Découvre la Grammaire* at the Grade V level and *Je Comprends la Grammaire* in Grade VI. In such classes, *Grammaire Française Expliquée* would be used by pupils in Grades VII and VIII. It is suggested that once these pupils successfully complete these language recommendations that the following language text be utilized in Grade IX:

Grammaire Française Expliquée

Enseignement moyen (édition 1961) 6e-5e

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